

# Floorbooks

Alison Trew & Caroline Skerry

PSTT Fellows

*“We believe that 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.”*



## Some ideas to help you:

- To know what a floorbook is
- To recognise the value of using floorbooks for recording science
- To know what a floorbook might contain
- To be able to promote the use of floorbooks in your learning environment





# What is a Floorbook?

A working wall in a book?  
(ongoing learning)

A display in a book?  
(work completed)

A replacement for exercise books?





Floorbooks

# Brainstorm

## What is 'working scientifically'?



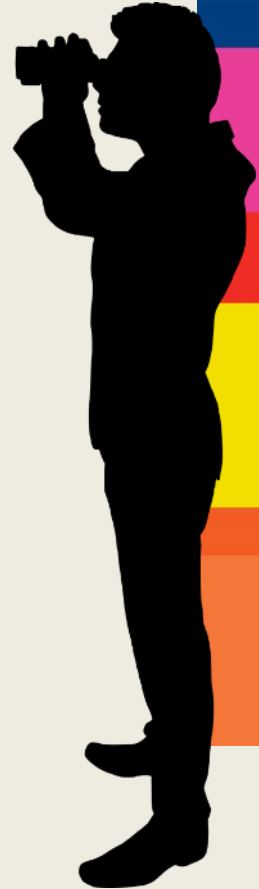
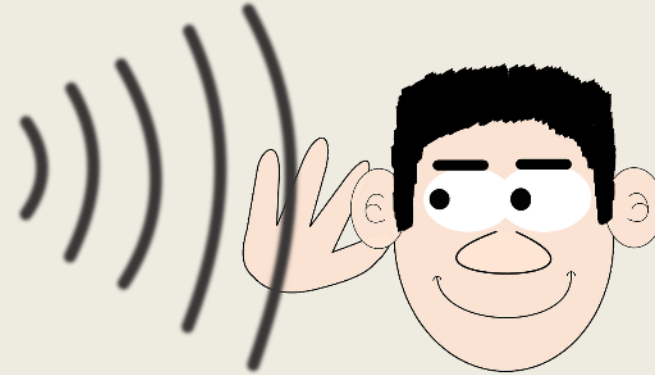
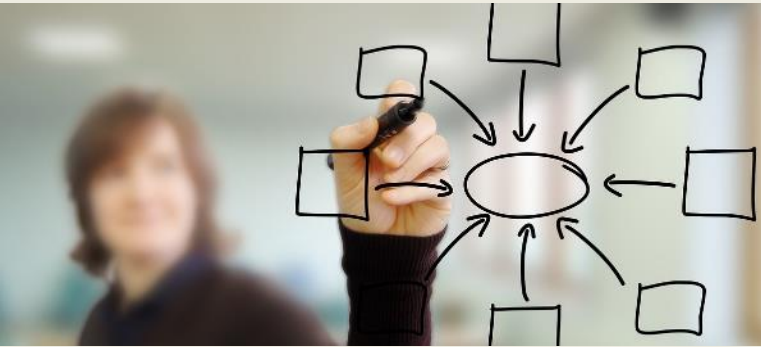
# Working Scientifically Progression

Statements taken from:

The national curriculum in England Key stages 1 and 2 framework document (2013) DfE  
Statutory framework for the early years foundation stage (2017) DfE

skills stage	EYFS	KS1	Lower KS2	Upper KS2
<b>PLAN</b>	<ul style="list-style-type: none"> <li>choose the resources they need for their chosen activities and say when they do or don't need help</li> </ul>	<ul style="list-style-type: none"> <li>ask simple questions and recognising that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>
<b>DO</b>	<ul style="list-style-type: none"> <li>know about similarities and differences in relation to places, objects, materials and living things</li> <li>make observations of animals and plants</li> <li>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> </ul>	<ul style="list-style-type: none"> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</li> </ul>	<ul style="list-style-type: none"> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>
<b>RECORD</b>	<ul style="list-style-type: none"> <li>represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>	<ul style="list-style-type: none"> <li>gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<ul style="list-style-type: none"> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>
<b>REVIEW</b>	<ul style="list-style-type: none"> <li>talk about the features of their own immediate environment and how environments might vary from one another</li> <li>explain why some things occur and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>use their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul style="list-style-type: none"> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>

# Recording in science





# Evidence of 'working scientifically'

1.3.17 SOUND 🎵 🎵 🎵

SK I know how sounds are made.

WS I can find patterns that affect the volume and pitch of the sound.

What is the **LOUDEST** sound you've ever heard?

- Zoe - electric guitar - speaker
- Jessie - bottle over dolphin - but can't hear under water
- Rhys - cars on motorbikes
- Tommy - Lee - Diesel - put things over it - loud like a horn
- Jessie - Wind window open

What is the **QUIETEST** sound you've ever heard?

- Charlie - C.O. (Coffin)
- Frankie - bird noise
- Jake - snail
- Rory - keyboard
- Albie - cat purring if held under legs
- Chloe - dog's squeak

20.9.17

SK: I know how mixtures can be separated.

WS: I can plan an investigation to answer questions.

How does a gas mask work?

Our ideas....

Sharing ideas



# Evidence of 'working scientifically'

3.1.17 TAPS Assessment Task (AT)

WS LO - I can explain and make further predictions  
 SK LO - I can describe functions of heart  
 I recognise impact of exercise.

---

What do you think happens to your heart when you do a head stand?

Manon  
all blood to head  
face red  
Daniel  
when heart moves?

Results in books

How shall we find out?

Will one person do headstand > 1 (twice)

Zoe  
if 2 times are different use the first result because the 2nd time they might be tired

Agreed > 3 people  
Headstand 1min.  
Take pulse before & after for 15 sec.  
x4 → bpm

Date: 30/11/17

We are trying to find out if temperature makes a difference to puddles drying out (evaporating)

Method	<ol style="list-style-type: none"> <li>1) Pour the same amount of water in to 4 different pots(40ml)</li> <li>2) Put each pot into a different place which has a different temperature ( check with thermometer) (window sill, cupboard, table, radiator)</li> <li>3) Check the puddles every hour to see if any have dried out - if at the end of the day there is still water left we will measure it to see what is left</li> </ol>
What we are going to do	
Equipment What we will need	Diagram What it will look like
pots Water  Somewhere cold ( window-sill ), coldish ( cupboard ) warm ( radiator ) warmish ( table ) thermometers	
Testing (what stays the same? What I think changes)	Stays the same- the amount of water, shape of the pots, time What changes: where we put the pots ( temperature)
Prediction ( what I think will happen)	I think the puddles that are on the warmish table will evaporate the most. I think that the puddle on the radiator will evaporate the most. I think the water on the radiator will evaporate the most. Erin
Results	water on radiator - 100% radiator: 20% water on table - 100% cupboard: 100% window sill: 100%
What actually happened	The water on the radiator evaporated. The water on the window sill was the best number. 88 H.R. In the cupboard, the water was still there. From the pot on the radiator - 100% window sill - 75% cupboard - 100% table - 100% as a radiator is on a window sill, cupboard and desk.

MJB Poml  
 evaporated  
 Then

## Making predictions





# Evidence of 'working scientifically'

**Design a circuit for the brightest car headlights**

**L.O. (WS) I can plan a fair test.**

**What variables could we change that might make a difference?**

- length of wires.
- How many batteries.
- thickness of wires.
- How many bulbs.
- Number of wires.
- How big the batteries are.

**How much electricity the bulb needs**

**Is the brightness of the bulb affected by .....**

*How thick the wire is ?*

**We will change:** the thickness of the wire.


**My circuit:**

**We will measure:** How bright the bulb is.

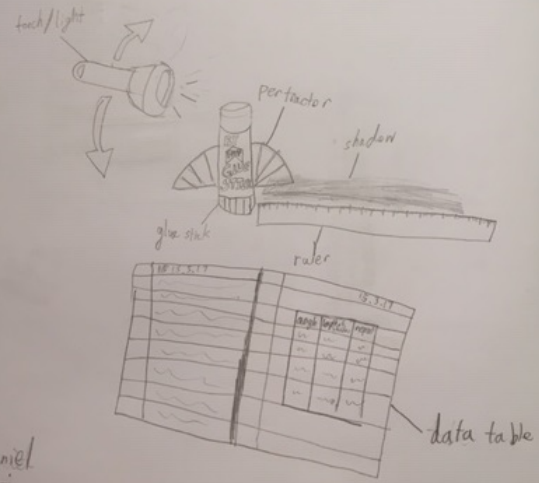
**We will keep these things the same:**

- The batteries (number and size).
- The length and number of wires.
- The bulb.
- Switches (either switch or no switch).
- What type of circuit it is.

*Qu - How does the angle of the light affect the size of the shadow?*



*changing angle of light*



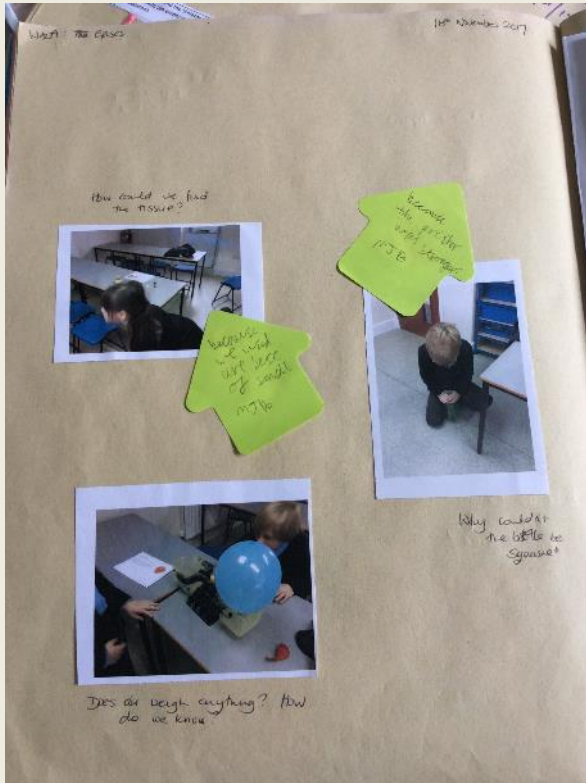
*data table*

Daniel  
Tori

# Planning



# Evidence of 'working scientifically'



Observing and measuring




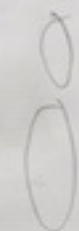




# Evidence of 'working scientifically'

The children observed the eggs for 2 weeks ....

18.1.17 Delfosse experiment to find out about what damages teeth.

Names Ronyl Asman	Date 25.1.17
-------------------	--------------

Coke	Diet Coke	Juice	Coffee	Vinegar	Water
Looks... bubbles 	bubbles 				The egg in the water 
Feels... Slightly hard	hard	hard	hard	Slippery	Slippery
Smells... Vinegar	diet coke	orange	of coffee	Lingering	nothing

Recording results



# Evidence of 'working scientifically'

What we learned today...

*[Yellow sticky note with a drawing of a cube]*

*[Yellow sticky note with a drawing of a cube and text: "Ehboe -> inside of a sugar cube"]*

*[Yellow sticky note with text: "Ruby Jolly is a soft solid but inside the sugar all the particles stick together to make the sugar hard."]*

*[Yellow sticky note with text: "When the particles in a sugar cube break like..."]*

*[Yellow sticky note with a drawing of a cube and text: "The sticker that I liked that is how big the particles inside of the sugar"]*

*[Yellow sticky note with text: "Jelly is a soft solid that has particles like this..."]*

WS I can explain! (PSTT box)

" I think \_\_\_\_\_ is the loudest sound because \_\_\_\_\_ "

*[Pink sticky note: "Charlie airplane because it has v. big engines"]*

*[Pink sticky note: "Lola said dog because her dog was a pitbull"]*

*[Pink sticky note: "Harry? fireworks because it screams and bangs"]*

*[Pink sticky note: "Alicia thunder because it has v. big particles"]*

*[Pink sticky note: "Romy siren because as passing by you can hear it coming & going"]*

*[Pink sticky note: "Plugs airplane because lots of power in engine"]*

*[Pink sticky note: "Jade thunder because I've never heard it"]*

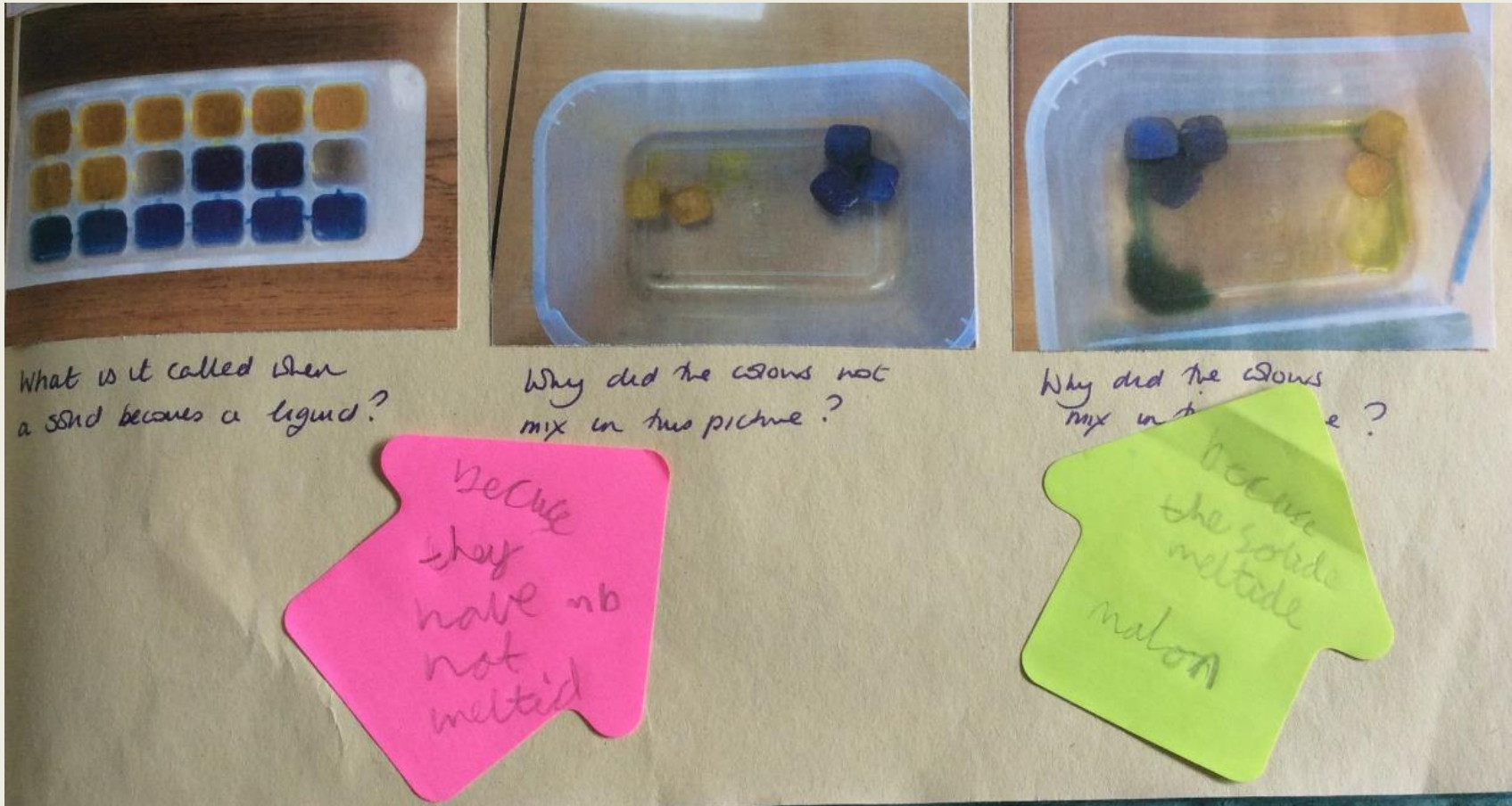
Learning to 'argue' to explain our thoughts.

" I don't agree because \_\_\_\_\_ "

## Conclusions & evaluation



# Evidence of different types of enquiry



Observing over time



# Evidence of different types of enquiry

Tuesday 14<sup>th</sup> March 2017

Using branching data base to save workbooks

What is an invertebrate?

When will an animal have bones?  
CCB

When a HS animal has bones  
NO bones

a cat  
CCB

a snake  
CCB

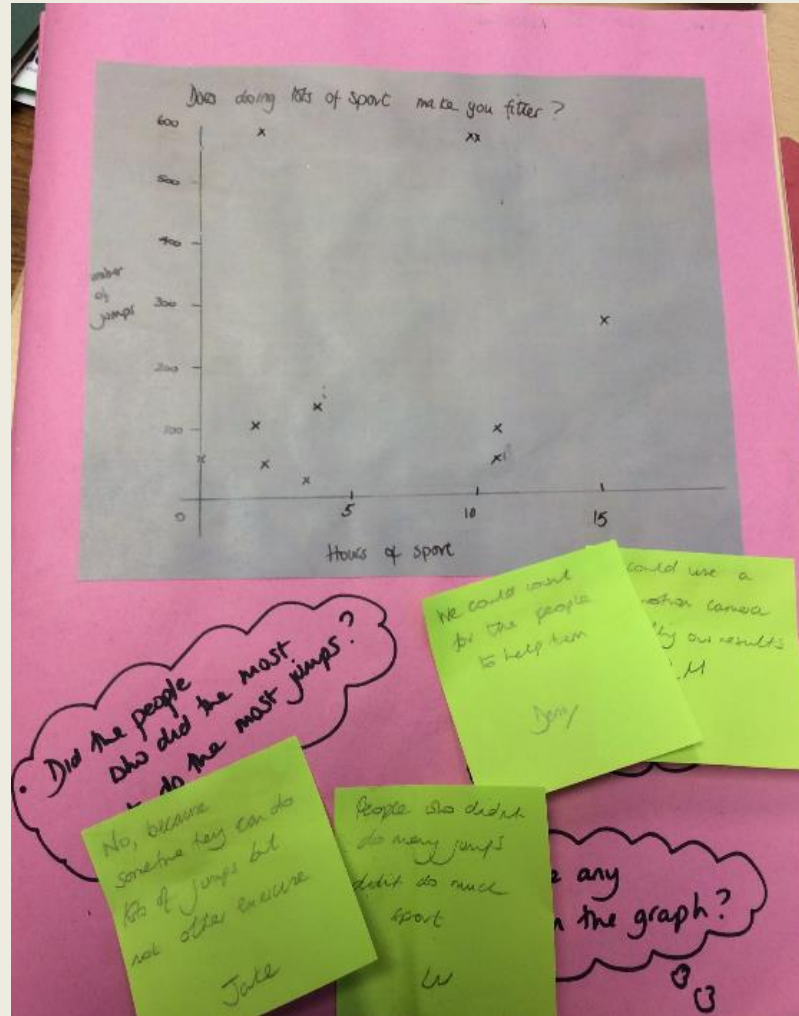
base?

Why is some animals important to humans?

Identifying and classifying



# Evidence of different types of enquiry



Pattern seeking



## Evidence of different types of enquiry

Surinam Horned Frog → It eats other frogs and swallows its prey whole. It has sharp teeth!

Scientific Name: Ceratophrys cornuta.

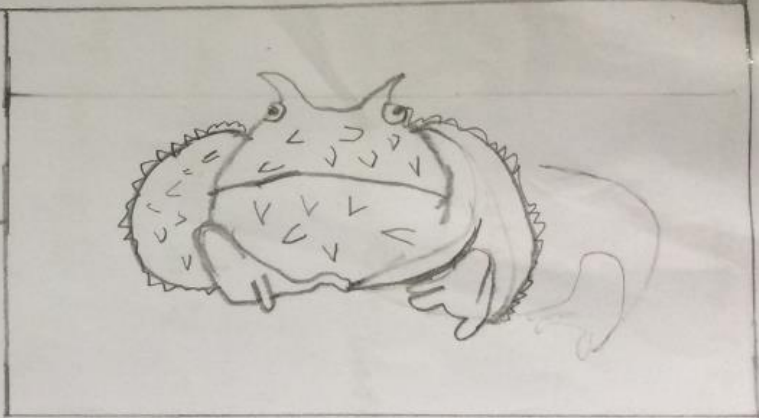
Type: Amphibians.

Diet: Carnivores ←

Group Name: Colonel, army.

Habitat: Amazon basin.

Did you know its nickname is "Pac Man frog"

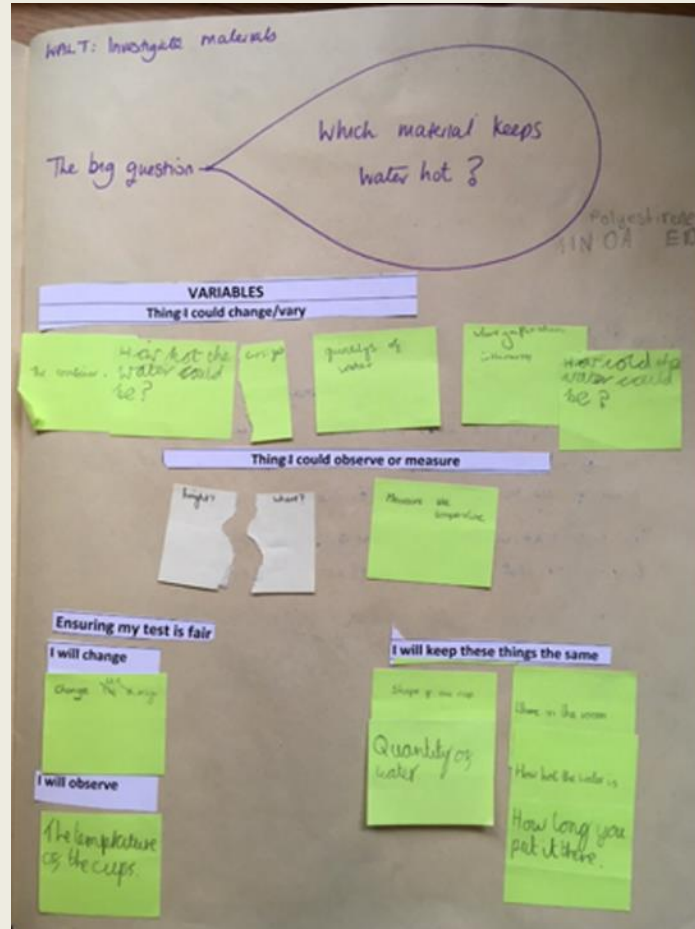


Research





# Evidence of different types of enquiry



Comparative and fair testing



# Evidence for assessment

**Worksheet:**

- Speech bubble 1: I think cream biscuits can be dunked more times without breaking
- Speech bubble 2: I think a round biscuit will stay whole in my cup of tea.
- Speech bubble 3: The colder my drink is the quicker the biscuit will crumble
- Speech bubble 4: If I dunk a ginger nut in my tea, it won't break into pieces.
- Speech bubble 5: If the cup is made out of metal, my biscuit will fall into my tea more quickly.

**Central Question:** What do you think?

**Notebook Page:**

- WALT: Set up simple practical enquiries
- Date: 17/10/12
- Orange sticky note: we think cream biscuit because it's round (big) and soft (not hard) work. HS DS
- Orange sticky note: We think that it will be so... HS DS
- Orange sticky note: If they are thicker they will be better. (what?)
- Orange sticky note: A rectangle less for tea dunks in / eat water.
- Yellow sticky note: I think GB cos thicker CW - biscuits - flat no bumps

**Photographs:**

- Two boys in school uniforms sitting at a table with cups and biscuits.
- Children sitting on the floor in a classroom, engaged in an activity.
- A close-up of a plate with biscuits and a cup.

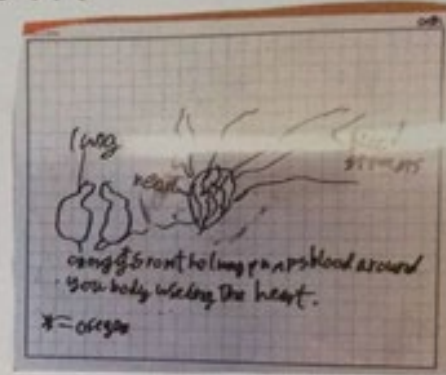
## Conceptual understanding



# What we know about the heart...

Heart  
It's our main organ.  
It pumps blood around your  
body.  
It beats to keep you alive.

The heart pumps blood around your body.	The heart is not shared like 2 hearts.
The heart is an organ.	The heart is the size of your fist.
The heart does not control your emotions.	The oxygen goes into the head but it doesn't make it pump.



The heart pumps blood around the body.  
It uses 2 ways to get round the body,  
one is called an artery and another is  
your veins.

left right  
The heart pumps blood around the body.  
— veins pump blood to your lungs to get oxygen.

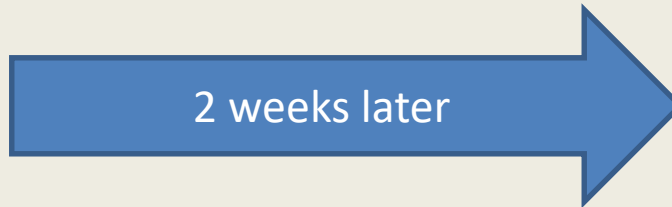
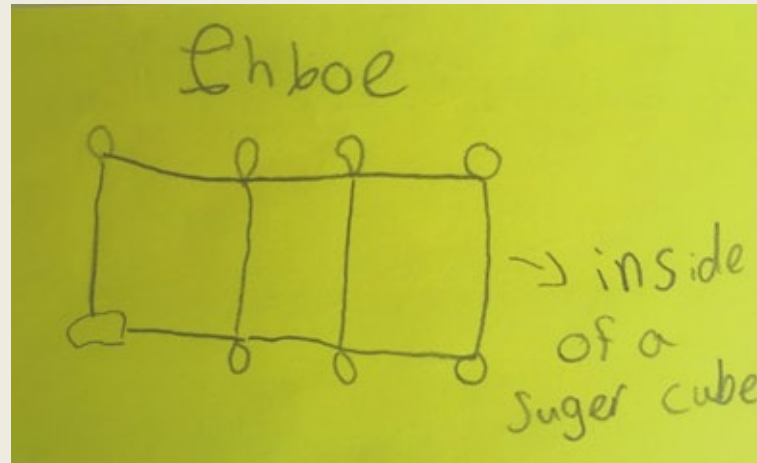
no, the blood collects from the lungs  
↓  
heart  
↓  
body  
↓  
heart



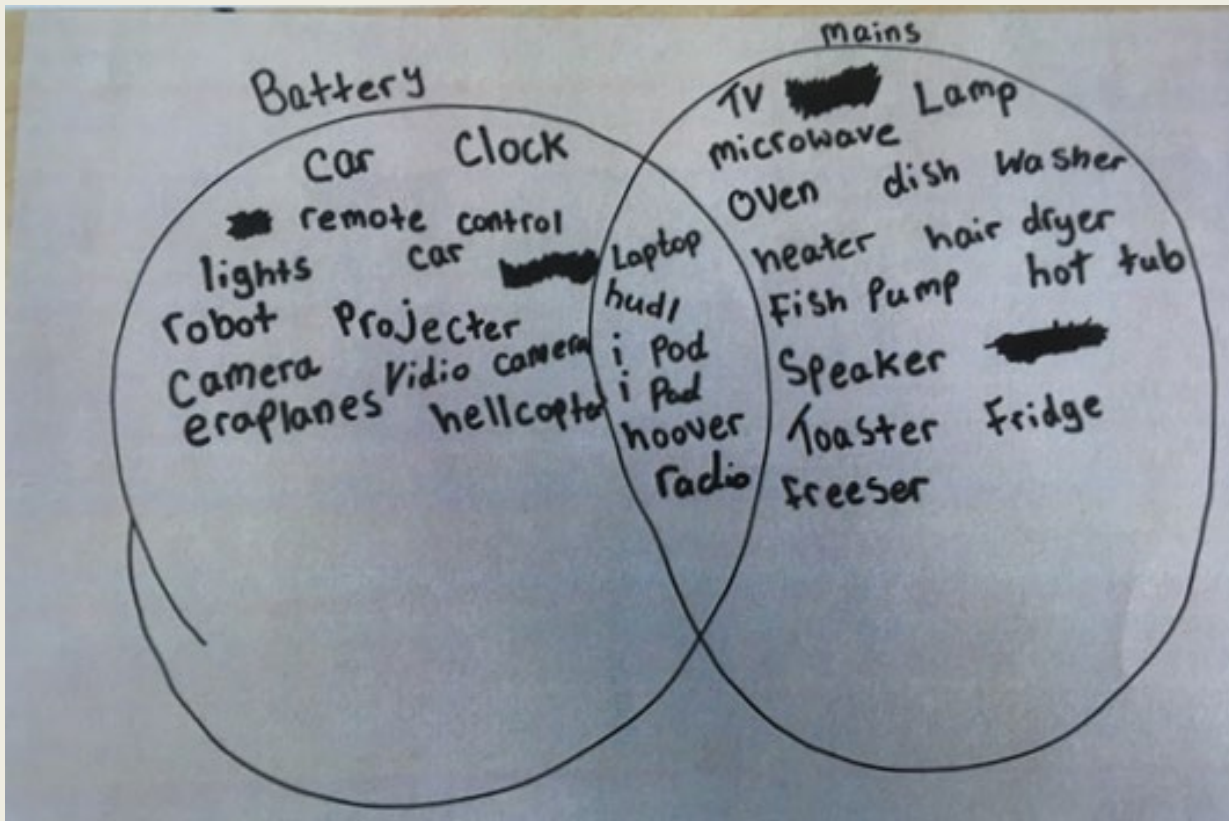
arteries away from heart  
Veins towards the heart



Chloe & Jess  
liquid because  
it wasn't all together  
and see it move



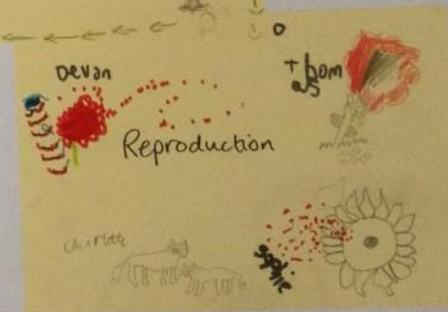
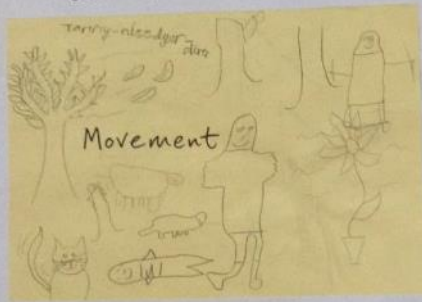
Tracking pupil progress





# Collaboration & group work

1. How do we know things are alive?





Motivation

feelings



thoughts





# Motivation

I like the science floor book  
Because of all the challenging  
~~questions~~ questions

I like the science floor book <sup>Henry</sup> because you  
friends can help you and it is  
really fun to do

I like the science floor book because  
You can write answers for questions  
and you can even write questions  
for Mrs Skerry to write.

I like the science floor book because  
everyone can use it whenever they like  
and we can see everyone's opinion

I like the science floor book  
because we don't have to write  
write and write all day





Floorbooks

# Advantages / disadvantages?

For children?

For teachers?

For parents?





Be aware of...

- **Differentiation**
- **Recording attainment**
- **Misconceptions**
- **Individual learning evidence**
- **Marking**





- a team approach to learning
- collaborative recording
- a 'working' and interactive book
- a book available at all times for children & others (including Ofsted) to read
- a record to pass on to next teacher
- a record that can be photographed easily for digital evidence



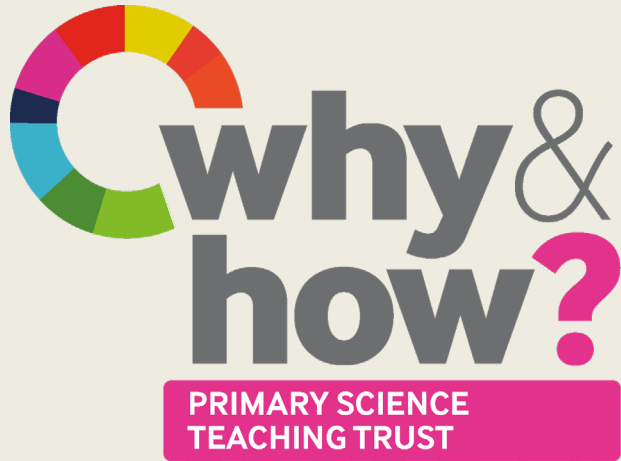


## Floorbooks in the future



- Children taking photos and evidencing
- Filming
- Vocal recording
- Digital portfolios, e.g. Seesaw / Tapestry
- QR codes in the floorbook (to link to above)





# Any questions?


[alison.trew@pstt.org.uk](mailto:alison.trew@pstt.org.uk)


Please note that the content of this PowerPoint is ©PSTT 2019 but may be freely reproduced by teachers in schools for educational purposes.

For more information on the Primary Science Teaching Trust and access to a large selection of PSTT resources, visit our website:



[pstt.org.uk](http://pstt.org.uk)

 /primaryscienceteachingtrust

 @pstt\_whyhow


To help you find high quality resources to support your primary science teaching quickly and easily, we provide links to excellent resources for teachers, children and families on our Wow Science website :



[wowscience.co.uk](http://wowscience.co.uk)

and we regularly provide further suggestions on how to use these in the classroom through social media platforms:

 /wowscience

 @WowScienceHQ

# How to use Floorbooks

## Slide notes to accompany PowerPoint

Slide	Notes
1	Alison Trew & Caroline Skerry have taught in primary schools in SW. Both have used floorbooks in science lessons for many years with pupils from Rec to Y6.
2	You may want to download <b>Working Scientifically Progression Grid</b> to view alongside this PowerPoint. It can be downloaded from Floorbook Resources.
3	<p><b>What is a floorbook?</b></p> <p>Discuss...</p> <ul style="list-style-type: none"> <li>• Do you use working walls?</li> <li>• Which subjects?</li> <li>• Are there advantages/disadvantages of working walls over displays?</li> </ul> <p>We will consider different ways to use floorbooks to record, track and assess children's science learning.</p>
4	<p><b>What <u>skills</u> should children develop when they are 'working scientifically'?</b></p> <p>Activity: cut up Working Scientifically Progression Grid &amp; ask teachers whether they can decide which skills should be taught &amp; assessed at each key stage.</p>
5	<p>Share Working Scientifically Progression Grid with teachers.</p> <p><b>If the children are 'working scientifically'...</b></p> <p>- <b>What will the children be doing?</b></p> <p>Feedback: talking, listening, arguing, persuading, planning (orally or written), measuring, recording data (tables/tally charts/filming/photographs/drawing), presenting findings (drama/hot-seating, films/audio recording, PowerPoints, written work in exercise books), reflecting, thinking, editing, ...?</p> <p>- <b>What will the teacher be doing?</b></p> <p>Feedback: listening, watching, scaffolding, demonstrating, verbal feedback, written feedback...?</p>
6	<p><b>What is happening in your classroom at the moment?</b></p> <p>DISCUSS</p>
7	<p><b>Evidence of working scientifically – sharing ideas</b></p> <p>LHS - This teacher asked the children to talk in pairs/small groups to share their ideas at the start of a topic to assess their existing knowledge.</p> <p>While the children were talking, the teacher has visited some children and written their ideas on sticky notes which were stuck directly into the floorbook.</p>

	<p>Targeting a few children in this way enables teachers to gain insight into children's learning which might otherwise be missed.</p> <p><b>Be aware: not all children like to share their ideas in a class discussion so by scribing the comments of the "non-utterers" beforehand, the teacher has evidence of these children's ideas.</b></p> <p>RHS - Pupils were encouraged to write or draw a diagram on their white boards to explain their ideas. During the class discussion that followed, the teacher has photographed some of the white boards (often those of the quiet children) to create a record of their thoughts.</p>
<b>8</b>	<p><b>Evidence of working scientifically – making predictions</b></p> <p>LHS - This teacher has used sticky notes to record some children's predictions before starting an investigation.</p> <p>RHS - This teacher used a formal planning frame with the whole class to plan an investigation. Children made predictions on sticky notes and these are included in the frame.</p>
<b>9</b>	<p><b>Evidence of working scientifically – planning</b></p> <p>Both examples from age 11</p> <p>LHS - This child has used a planning sheet to explain what his group will investigate. The teacher put two different examples in the Floorbook which all the children could look at. Some children needed adult support to complete their plans – the teacher made a note of this on the lesson plan to assist with assessment but has not stuck them in the book.</p> <p>RHS - This child was asked to draw a diagram directly in the floorbook to explain their investigation. On this occasion the teacher asked a child with strong science and writing skills. On other occasions, different children have been asked.</p>
<b>10</b>	<p><b>Evidence of working scientifically – observing and measuring</b></p> <p>LHS - Observing properties of gases: smelling, touching, looking</p> <p>Centre - Children were asked to 'observe closely' and record what they saw. The teacher could have asked the children to draw their diagrams in their individual exercise books but the advantage of using a Floorbook here is that everyone can see the differences in the pictures raising the question, 'How closely did we observe?'</p> <p>RHS - The teacher took photographs of some children during the lesson as evidence that they could measure length accurately.</p>
<b>11</b>	<p><b>Evidence of working scientifically – recording results</b></p> <p>These children were working as a class, observing six egg shells over time in different liquids (classic teeth investigation). Every day, two different children</p>



	<p>recorded what they saw in a table. After 2 weeks, all the children had helped to record some data and were able to provide feedback to the class about the observations on 'their day'. The teacher made a booklet from the results which was stuck into the floorbook showing evidence that all the children can record scientifically.</p> <p><b>Note: It is not always necessary for children to record everything in their own books.</b></p>
<b>12</b>	<p><b>Evidence of working scientifically – conclusions and evaluation</b></p> <p>LHS - Children were asked to draw diagrams on a sticky note to show what they knew about the structure of a solid. Some children wrote in sentences, some drew diagrams. All are valid conclusions.</p> <p>RHS - Many children took part in a lively discussion about sound but not all children want to do this. A few of the children were asked to write their ideas on sticky notes and place them in the floorbook during the discussion providing a record of their ideas.</p>
<b>13</b>	<p><b>Evidence of types of enquiry – observing over time</b></p> <p>The children observed coloured ice cubes over time. Some children were asked to comment on what they saw.</p>
<b>14</b>	<p><b>Evidence of types of enquiry – identifying and classifying</b></p> <p>These children worked in pairs, using 'Popplet' (an App which helps students think and learn visually). They were learning how to create a branching database / tree diagram to classify invertebrates. On this occasion, the teacher chose one good example to put in the floorbook, so the class can use the classification key. After the lesson, the teacher added differentiated questions (one dot/two dot/three dot questions). The sticky notes are the children's responses to these questions.</p>
<b>15</b>	<p><b>Evidence of types of enquiry - pattern seeking</b></p> <p>The topic being taught was keeping healthy, with children ages 7-8 years old. This lesson was about muscles. The teacher elicited from the children the question, "Does doing lots of sport make you fitter?" The class discussed how they could answer this question: compare the number of hours sport completed per week with the number of star jumps they could carry out without stopping. The teacher drew the graph directly on to a large piece of paper and the children shared their results. This ensured that all the children are involved in the recording process and were able to access the learning which is looking for a pattern (rather than plotting a graph). The class discussed the reliability of the results: the children realised the unlikelihood of someone doing 600 jumps! This prompted further discussion about a possible pattern and how to improve the data. During the discussion the teacher wrote some of the children's ideas on sticky notes and kept these and the graph in the floorbook.</p>

16	<p><b>Evidence of types of enquiry - research</b></p> <p>The children were asked to choose an animal that they were interested in and research it. They were given some specific criteria to find out. The outcome of the lesson was to recognise the diverse diets of different animals around the world. This is one of a selection of children's examples the teacher put in the floorbook.</p>
17	<p><b>Evidence of types of enquiry – comparative and fair testing</b></p> <p>This is an example of a fair test investigation with a class of 9-10-year-olds. The lesson started with a discussion about how horrible it was to drink cold tea. The children agreed to investigate the question, “Which material keeps water hot?” Before the lesson, the teacher had prepared the subheadings which she used with the whole class to scaffold the children’s thought processes. For each subheading the children discussed their ideas in pairs, shared their ideas with the class and some of the children were asked to put their ideas on sticky notes so that the teacher has a record of the class considering which variables they need to control in their investigation.</p>
18	<p><b>Evidence for assessment – conceptual understanding</b></p> <p>This teacher has used a visual prompt (similar to a <b>Science Concept Cartoon©</b>) at the beginning of a sequence of work to check conceptual understanding. Several ideas are shared with the children. The children are given time to reflect on these ideas and then write their own idea on a sticky note. If they agree with one of the speech bubbles, they must say why.</p> <p>Occasionally, the teacher will scribe for a poor writer and might prompt children who are struggling - this teacher records ‘S’ for support on post its where a lot of help was given.</p>
19	<p><b>Evidence for assessment – formative assessment</b></p> <p>At the start of a topic, the teacher has asked the children to draw on their white board what they know about the heart.</p> <p>A few responses showing a range of abilities were photographed.</p> <p>This simple <b>elicitation task</b> showed what the children knew:</p> <ul style="list-style-type: none"> <li>• All the children knew that the heart pumped blood around the body and it is an organ</li> <li>• A few children knew that oxygen was involved but not how</li> <li>• One child mentions veins and arteries but cannot describe the differences</li> <li>• None of the children knew about the double circulatory system</li> </ul> <p>From this record, the teacher was able to plan a sequence of lessons appropriate for the class.</p>
20	<p><b>Evidence for assessment – tracking pupil progress</b></p> <p>Originally these girls thought that sugar was a liquid because you can pour it. After some teaching input and exploring many types of solids, they understand that sugar is a solid at room temperature and were able to draw what they thought the inside of a sugar cube looks like. The second sticky note shows that</p>

	they understand that particles within a solid structure like sugar are fixed together and cannot move apart.
<b>21</b>	<p><b>Evidence for assessment – summative assessment</b></p> <p>By looking at a child's comments, actions and understanding, over a period of time, the whole floor book provides valid, reliable and manageable evidence for assessment. These children (age 8-9) worked in groups of 4 to identify and classify types of appliances according to whether they are mains electricity or battery powered. They recorded their work on a large piece of sugar paper. The teacher photographed the work from each group, made a little booklet and stuck this in the floorbook. Every child has contributed, and the teacher can be confident that these children can present their data in an appropriate way.</p>
<b>22</b>	<p><b>Collaboration and group work</b></p> <p>Many investigations require that children work in groups in science lessons. A floor book is an ideal way to record group work and avoids the need to photocopy outcomes for individual records. Children worked in groups of 4 to make a poster to explain one of these characteristics. They then presented their poster to the class and were given feedback from their peers. After making small improvements, the posters were stuck into the floorbook and were referred to during the sequence of work.</p>
<b>23</b>	<p><b>Motivation</b></p> <p><u>Ideas are valued by teacher</u></p> <p>Writing down a child's idea values it, especially if you write their name/initials next to their comment. Children like to see their thoughts on paper, and the process encourages children to clarify their own ideas by expressing them out loud.</p> <p><u>Ideas are valued by peers</u></p> <p>Writing the children's comments down, helps you to concentrate and listen carefully to what each child has to say. During class discussions, if you repeat a child's comment aloud as you write it, there is no 'gap' in which children might lose attention. It also makes sure that everyone can hear it which shows the children that they are expected to listen to each other's ideas.</p> <p><b>Would you include 'incorrect' ideas? Discuss...</b></p> <p>If the floorbook is to be a useful assessment tool, it should include all kinds of children's ideas (correct or incorrect) but do not leave misconceptions in the book. Having recorded an incorrect idea, you can plan further teaching input or discussion and afterwards, you could offer the child/children another opportunity to explain their thoughts. Perhaps using a different colour sticky note next to the original to signal a change of idea.</p> <p><b>It is good to model changing ideas.</b></p> <p>Scientists do change their minds &amp; we should model that this is acceptable.</p>



<p><b>24</b></p>	<p><b>Children’s views on floorbooks</b></p> <p>The presence of the floorbook is encouraging some children to ask questions &amp; to find out more:</p> <p><i>“I like the science floorbook because of all the challenging questions.”</i></p> <p><i>“I like the floorbook because you can write answers for questions and you can even write questions for Mrs Skerry”</i></p> <p>Some children have relatively poor writing skills &amp; don’t enjoy writing, but are able to succeed in science by showing knowledge &amp; conceptual understanding in ways other than writing (all recorded in the floorbook):</p> <p><i>“I like the science floorbook because we have to write, write and write all day.”</i></p> <p><i>“I like the science floorbook because your friends can help you and it is really fun to do.”</i></p> <p>The floorbook shows children that they can learn from other children’s ideas (just as scientist do):</p> <p><i>“I like the floorbook because everyone can use it whenever they like and we can see everyone’s opinions.”</i></p>
<p><b>25</b></p>	<p><b>What are the advantages / disadvantages of using floorbooks?</b> ASK TEACHERS WHAT THEY THINK &amp; DISCUSS.....</p> <p><b>Advantages for children?</b></p> <ul style="list-style-type: none"> <li>• Floorbooks can be used with any age group but are especially useful with younger children and for others who have limited writing skills.</li> <li>• Floorbooks can motivate children because they enjoy seeing their photos and their work in the class book.</li> <li>• Floorbooks provide an opportunity to reinforce key vocabulary because children like to browse through the floor book. This rarely happens with children’s individual books.</li> <li>• Less time given to writing &amp; more time available for developing and justifying ideas.</li> </ul> <p><i>But be aware:</i></p> <ul style="list-style-type: none"> <li>• Some children cannot / do not like having their photo taken.</li> <li>• Children should still be taught to record and write in science.</li> </ul> <p><b>Advantages for teachers?</b></p> <ul style="list-style-type: none"> <li>• Teachers can gather and record evidence of practical / oral science skills</li> <li>• Teachers can gather &amp; record evidence from children those who have limited writing skills</li> </ul>



	<ul style="list-style-type: none"> <li>• With experience, most of the floor book can be completed during or just after the lesson, saving time photocopying work later and marking.</li> </ul> <p><i>But ask yourself:</i></p> <ul style="list-style-type: none"> <li>• Do I have evidence of science skills from every child?</li> <li>• Can I show progress across the year?</li> </ul> <p><b>Advantages for parents?</b></p> <ul style="list-style-type: none"> <li>• An opportunity to see the diversity of science teaching and learning experienced by their children.</li> </ul> <p><i>But be sure:</i></p> <ul style="list-style-type: none"> <li>• There are no negative comments about any child in the book if you share with anyone.</li> <li>• Photos are not named unless you have permission to share them.</li> <li>• Is every child shown in the floor book a similar number of times?</li> </ul>
26	<p><b>Be aware of:</b></p> <ul style="list-style-type: none"> <li>• Differentiation - record 1 piece of work per ability group where appropriate</li> <li>• Spending a long time making the floorbook – it is a working document, not a display in a book, but it could be displayed on a stand.</li> <li>• Formal assessment – have a separate assessment file for recording children’s attainment in assessment activities (e.g. TAPS).</li> <li>• Misconceptions- ensure that these are addressed</li> <li>• Inclusivity - ensure all children are included in the book/ represented by ability group</li> <li>• Floorbooks are not an excuse for not marking, just different marking, keeping things manageable.</li> </ul>
27	<p>Consider:</p> <p><b>Will your children have their own exercise books running alongside the floorbook?</b></p> <p><b>What will you do with 30 copies of work if they don’t?</b></p>
28	Alternatives...
29	Any questions?
30	Contact PSTT

