



Orange Chatterbooks - evaluation checklist (a)

<p>Chatterbooks is a nationally co-ordinated project which aims to raise standards of children's library services through a cost effective approach to developing resources, research and dissemination of best practice and approaches to skilling staff to run reading groups. It supports children's library services in delivering local government policy objectives, demonstrates the value of partnership working, develops children's love of reading and helps children have a really good time reading and talking about books</p>	
Evaluation stages	Notes/Action
<p>1. Identify specific aims for your group. Your joint partnership aims might include:</p> <ul style="list-style-type: none"> • Providing new reading ideas for young people to widen their reading. • Developing young people's confidence about themselves as readers. • Developing peer-peer reading support. • Offering children the chance to interact positively with adults about reading. • Increasing the time children spend reading and sharing books. • Increasing their sense of belonging to a community. • Providing an activity where children are having a really good time reading & talking about books. • Providing opportunities for children to contribute to library decision-making. • Strengthening the link between the library and the school and making it more visible in the community. 	
<p>2. Research your evaluation methodology. Try using www.theirreadingfutures.org.uk (the Planning and Evaluation section) as a basis. This is an Outcomes-based approach to evaluation, looking at the impact of an activity for the people taking part in it – the difference that activity has made.</p>	
<p>3. Define what you want to achieve. You will need to define your goals together. It may be necessary to limit yourself to a few key ones, but you might agree to use any or all of the following:</p> <ul style="list-style-type: none"> • Young people reading more widely. • Young people become more confident about themselves as readers. • Young people supporting and inspiring each other in their reading. • Young people engaging more positively and more confidently with adults about their reading. • Young people spending more time reading and sharing books. • Young people and their families with an increased sense of belonging to the community. • Young people enjoying reading. • Young people enjoying talking about books. • Library staff more skilled and confident in talking with young people and their parents/carers about their reading. • Library staff and school staff working more closely together to support children's reading. 	



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Evaluation stages	Notes/Action
<p>4. Identify the activities that will produce your desired outcomes and ensure you have ways of recording the results of those activities.</p>	
<p>5. Plan evidence collection Work out how you will identify and demonstrate changes in young people's skills, behaviour and attitudes, to check the project is meeting your objectives.</p>	
<p>6. Collect the data Basic Data – numbers of children, sessions etc. Session records <ul style="list-style-type: none"> • Details of what happened at each session, including feedback. Questionnaires: <ul style="list-style-type: none"> • Pre-activity questionnaires (2nd or 3rd session) for baseline evidence. • Follow up questionnaires to assess progress and collect feedback. Staff Logbooks <ul style="list-style-type: none"> • Details of each session, what happened, who did what. </p>	
<p>7. Other techniques Celebration event after 6 months <ul style="list-style-type: none"> • to highlight and celebrate participants' achievements within the group – collect quotes and video footage. Post Interview with Parents/Carers – <ul style="list-style-type: none"> • for feedback on children's behaviour, attitudes, and skills since joining. Post interviews with teachers, school staff, and library staff <ul style="list-style-type: none"> • for feedback on behaviour, attitudes and skills. Interviews/focus groups with children <ul style="list-style-type: none"> • can be run as part of a group session. Questionnaires with children/adults <ul style="list-style-type: none"> • focusing on particular outcomes Case study work and Structured observations </p>	
<p>More guidance is available in the Chatterbooks Handbook, and at</p> <ul style="list-style-type: none"> • www.theirreadingfutures.org.uk : See 'Involving and consulting young people' • www.inspiringlearningforall.org.uk : See 'Measure learning' 	