

Pupil Voice Overview 2017 – 2018

Rationale

We believe that the views, experiences and influence of our children are a crucial part of our drive to continuously improve our provision. We therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school

Aims

- Enable pupils to make a meaningful contribution to the school community and wider society and to develop leadership / decision making skills as well as a responsibility for the school environment
- Enable pupils to play a part in determining priorities for school development
- Enable pupils to reflect on their learning and have confidence in voicing opinions
- Ensure that all pupils regardless of age, ability, social background or ethnicity have equal opportunities to contribute to the wider school
- Create an inclusive school community where pupils feel valued and to strengthen social and emotional aspects of learning
- Strengthen the partnership between pupils and staff
- Provide the opportunity to see the familiar from a different perspective
- Allow a greater insight into what the pupils hold to be true and fair

Pupil voice and pupil participation activities within the Viridis Federation

- Classroom Practice
- School Ambassadors
- School and Class Council
- Pupil Action Groups
- Curriculum Voice: Language Captains and Ambassadors / Digital Leaders / Pupil Interviews / Enrichment Week feedback / Librarians / Debate Mate / Timestable Ambassadors
- Environmental Voice: Green Team / Junior Road Safety Officers / Head Gardeners
- Inclusive Voice: Class Rights and Responsibilities / Lunchtime assistants / Peer Mediators / ASC ambassadors / Peer Readers / Peer Mentoring / PLGs
- Sports Ambassadors
- Pupil Surveys (annually and Year 6 exit)

Classroom Practice

Pupil participation in their own learning means a range of different things in the classroom. It includes developing the curriculum to reflect interests and needs as expressed by pupils; encouraging pupils' reflection on their own and others' learning; reflection by pupils on the style and content of lessons and opportunities to give and respond to feedback. Assessment for Learning encourages a view of assessment as an essential part of everyday classroom practice involving teachers and learners in reflection, dialogue, decision-making and target setting, (see *Marking, feedback and Assessment Policy*).

School Ambassadors

Four Year 6 children are elected each year who have the potential to be outstanding role models for the school. School ambassadors will be expected to lead by example-demonstrate excellent behaviour, chair meetings, deliver assemblies, welcome visitors and be able to represent the school in the wider community. They will take the lead in pupil action groups (FIT teams) and contribute to the wider school development through undertaking best practice visits across the federation.

School and Class Council

One of the principle means by which pupil voice activity is progressed in school is by the use of the School Council. We believe that our School Council will enhance and influence positive peer leadership and mutual responsibility throughout the school.

School Council will also be used to assist the school with its self-evaluation procedures and enable us to be more accountable to the whole school community.

School Council takes place at least fortnightly and will set the agenda's for class council meetings which also take place weekly.

Pupil Action Groups (FIT team)

To enable contribution to school and federation wide development children are identified to become part of 'Pupil Action Groups' that are relevant to the specific action group focus, (Fresh Ideas Team). Themes for Pupil Action Group Focus are selected to enable pupil voice to influence decision making and school development and ensure the role of pupils as stakeholders is valued and active.

Pupils Action Groups:

- are compiled from identified most able pupils across the school
- are specific to focus areas that can be influenced by pupil voice
- liaise with the different members of school staff specific to the school development focus

A breadth of staff, responsible for school development, work alongside Pupil Action Groups. Experience of working with a variety of staff both ensures relevance to task focus and realistic completion of individual projects in agreed timescales (where relevant). All projects undertaken will be undertaken as action research.

Curriculum Voice

A range of pupil leadership groups will be used to ensure depth of pupil voice at all levels these include:

- Language Captains
- Art Ambassadors
- Digital Leaders
- Librarians
- Debate Mate
- Special Book (pupil comments)
- Report comments

In addition, opportunities are sought to ensure pupil feedback on curriculum, learning and enrichment through pupil interviews across subjects by subject leaders and the senior leadership team and feedback and evaluation from curriculum enrichment weeks.

Environmental Voice

'Eco-schools' is a national scheme which encourages schools to undertake projects which increase children's awareness of the quality of our environment. It requires the children to become actively involved in taking care of our world. Across the federation, schools are working towards or maintaining Green Flag Status and are actively involved in sustainability projects. The Green Team meet fortnightly and have an annual action plan and agenda.

In addition a range of pupil leadership groups support the Green Team initiatives including:

- Junior Road Safety Officers
- Head Gardeners

Inclusive Voice

As a federation, we have made a commitment towards the Rights Respecting School Award, which is an award which recognises schools that put children's rights at the heart of the school's planning, policies, practice and ethos. A Rights Respecting School not only teaches children their rights, but also makes clear links for children between their rights and their responsibilities. It also raises children's global awareness of the rights of children around the world. Each class has a rights and responsibilities charter for their classroom agreed at the start of the school year and revisited regularly.

Pupils on the SEN register have been set personal learning goals and children are actively involved in setting their own targets and monitoring them. These are reviewed on a 6 – 8 week basis.

A range of additional roles are in place to support inclusive practice including:

- Lunchtime assistants
- Peer Mediators
- Peer Readers
- Peer Mentoring
- PSPs / IEPs / PLGs

Sports Ambassadors

The Sports Council undertake half termly meetings across site led by the cross site PE lead teacher. The Sports Council lead lunchtime clubs including Change for Life and support competitions and after school clubs including writing a half termly sports update for the website and social media.

Pupil Surveys

Pupil Surveys take place each October and the outcomes are analysed and used to inform the school development plan and subsequent school council action plan.

In addition, Year 6 complete an exit survey before leaving which is analysed for trends and feeds into school development planning.

Developing a whole school approach

To encourage a consistent, positive attitude to pupil participation, the whole staff, including the non-teaching staff, should understand the benefits of pupil participation, be clear in their role in terms of supporting pupil participation and be kept well informed about issues being discussed and proposals put forward by the school council and other pupil representative groups through clear communication strategies including social media, the website, briefings, minutes and organised events.

Monitoring and Evaluation

Pupil participation and pupil voice are monitored and evaluated by the Pupil Voice Lead and Senior Team in line with expectations for whole school development.