

Crosby-on-Eden School

Governor Learning Walk

Subject: Pupil Voice

Governor: Elspeth MacKay

Date: 26 March 2018

Focus of Learning Walk	To learn about how "Pupil voice" works at Crosby-on-Eden school.
Relevant information read prior to Learning Walk	Spoke to Mrs Welsh, the Teacher responsible for overseeing Pupil Voice, who explained the Pupil Voice process in the school.
Background	<p>Pupil voice is a concept aimed at developing pupils' abilities to express their views, take part in discussions and decision making in the life of the school. The aim is to encourage all young people to have a voice to express views and have an active role in decision making.</p>
Method	<p>I attended school to observe the Pupil Voice process.</p> <p>A Pupil voice box is available in the school hallway – into which any pupil can write any comments or views.</p> <p>Once every half term, the Year 6 pupils meet to look at all the comments. Initially they check the minutes of the last meeting to confirm that all actions have been carried out and agreed improvements put in place. They then look at all comments/suggestions in the Pupil voice box and group them into common themes. The comments are then discussed and pupils agree on a list of questions to ask each class, in order to give everyone a chance to take part in discussion and make decisions about any improvements.</p> <p>Later that day, groups of Year 6 pupils go into each classroom to facilitate discussions. Each has a clearly assigned role – one reading the questions, one ensuring that all have a chance to join in the discussion and one taking notes of what is said, and any decisions reached. The Year 6 pupils are involved in writing minutes to summarise the decisions.</p> <p>At the end of that week, the Year 6 pupils present the outcomes and decisions at a whole school assembly.</p> <p>At the session I observed, all classes were also asked for their suggestions how the "Bright Sparks funding" should be spent within the school.</p>
Observations	<ul style="list-style-type: none">• Pupil voice is firmly embedded in the school, with all pupils aware of how the process works, how to express their views in writing, and how to contribute to discussions and decision making.

	<ul style="list-style-type: none"> • Participation in decision making creates a sense of ownership and responsibility e.g. What play equipment needs to be replaced? How do we stop play equipment being damaged? What after school clubs would you like to have? • Compassion and care – it was thrilling to hear a pupil suggest that Bright Stars funding could be used to “buy food for people who do not have enough to eat.” • Life skills – the real-life skills which all pupils, and particularly the Year 6 pupils are developing e.g. taking part in meetings, listening to others, being tolerant of others, recognising that each person has a voice, encouraging others to speak, decision making, suggesting improvements, time management, note taking. • Ideas – exciting to see young minds generating creative ideas and solutions to problems e.g. rice and peas can be messy and difficult to eat for the younger children, so they could be offered a spoon and a fork. • Maturity of comments – in amongst some very fun suggestions, there was a maturity in some of the comments which has been developed from involvement in discussions e.g. “I am not going to mention any names” rather than saying “she did this” • Ethos of finding solutions rather than just complaining – pupils are aware that they can express views, but they are also involved in coming up with solutions. • There were some very interesting suggestions about sanctions which could be put in place to deal with pupils damaging play equipment!
Link to School Development Plan	School Development target 3c
Conclusion	<p>The Pupil voice process is firmly embedded in school-life, with all pupils aware of the process. It is achieving the aims of developing pupils’ abilities to express their views, take part in discussions and decision making in the life of the school. It is also helping them to develop life-skills at an early age.</p> <p>I thoroughly enjoyed carrying out the observing Pupil Voice in action in the school.</p>
Recommendations	<p>Mrs Welsh has been overseeing the Pupil voice process and has had a key role in its success – encouraging participation, while keeping it a fun process. Another teacher will have to take on this role when Mrs Welsh moves on to her new job.</p> <p>As always – it is good to be open to listening to how other schools are “doing Pupil voice” and be open to change, should that be needed in future.</p>