



Using pupil voice to
support curriculum
implementation and
impact.



What is pupil voice?

- A commitment to listening to the views, wishes and experiences of young people in school.
- The methods by which the thoughts, desires and opinions of children are invited, engaged with and subsequently acted upon.
- An understanding of children being able to express their views as 'expert witnesses' within the field of exploration.
- Giving children the opportunity to build their confidence in sharing and presenting their ideas to peers, adults (familiar and unfamiliar)



What is pupil voice cont'd?

- A form of evidence collecting for all subjects.
- A way of monitoring and ensuring the triangulation of evidence - pupil voice, book looks, vocabulary check.
- A way of presenting learning to different audiences - an opportunity for children to demonstrate their knowledge and level of understanding in a safe environment



Why use pupil voice?

Purpose:

- A real view of learning.
- To evaluate how well a curriculum area(s) or strategy are developing.
- A way to identify and drive future improvements. (if needed)
- To celebrate learning and pupil achievements.

Benefits:

- Increased pupil engagement
- Improved teacher/pupil relationships
- Better communication between school and pupils.
- Providing the right conditions for a school to become a learning community.
- Increasing the use and application of tier 3 vocabulary
- Increasing pupil confidence
- Developing the ability to express yourself in an articulate way.

Mitra, 2001; Rudduck et al, 2003). Czemiawski and Kidd (2011, p. xxxvii)

The culture . . .

- Pupil participation and building strong relationships are an integral part of the school's vision .
- There is a clear strategy for building relationships and pupil participation .
- There are clear, consistent roles and structures in place across school for capturing pupil views in different situations.
- Children's views are acted upon .
- Pupils have a breadth of opportunities to participate within and beyond the school to debate issues that are important to them .
- Pupil participation is deliberately planned, delivered and discussed .
- Thorough, regular staff CPD to ensure consistent approaches and ideas.
- Children's voices are valued, no fear around sharing opinions.
- Effective talk strategies are used consistently.



The curriculum

Reviewed and developed working walls to include talk prompts

Making the working wall integral to the lesson with information to support learning.

Review of tier 2 and tier 3 vocab - limiting tier three words so can be fully taught.

Revisit and review the vocabulary

Talk like a ... posters

Talk strategies - taught and embedded

Curriculum not static - reviewing and adapting each year.

Creating a pool of people - other stakeholders - that school can contact to come in, talk to children, real example

Planned opportunities for pupil interaction - over time become natural. In the moment opportunities as arising.

Subject specific opportunities - science talk activities e.g. Explorify

Retrieval practice - varied, fitting with the tasks etc. discussion to extend ideas



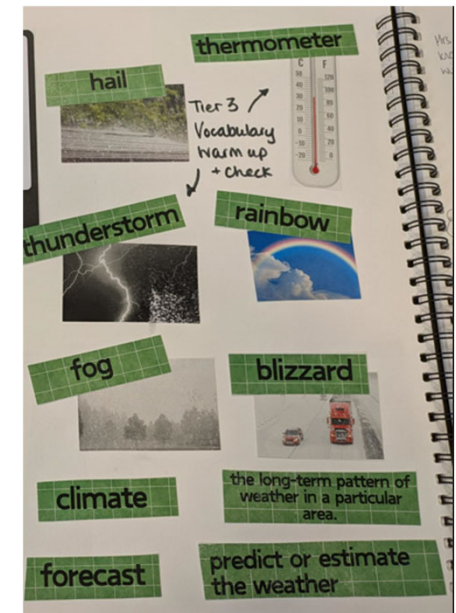
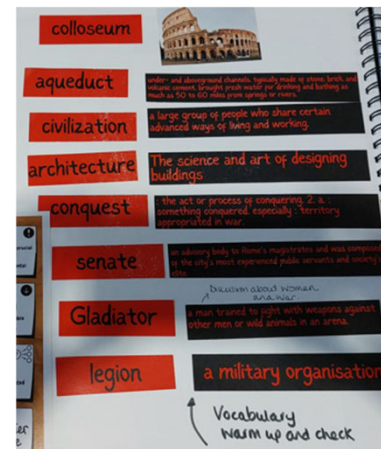
Developing pupil voice as a tool for assessment, monitoring and evaluation

- What is it you want to assess?
- Who are you going to ask? – cross section, fair
- What is the best way to gather information?
- What are you going to do with it next? What is the purpose?
- Are enquiry questions built into lessons – discussed regularly and modelled?
- Regular pupil interviews with known and unknown adults (range of ability and confidence)
- Books/work children talking about work

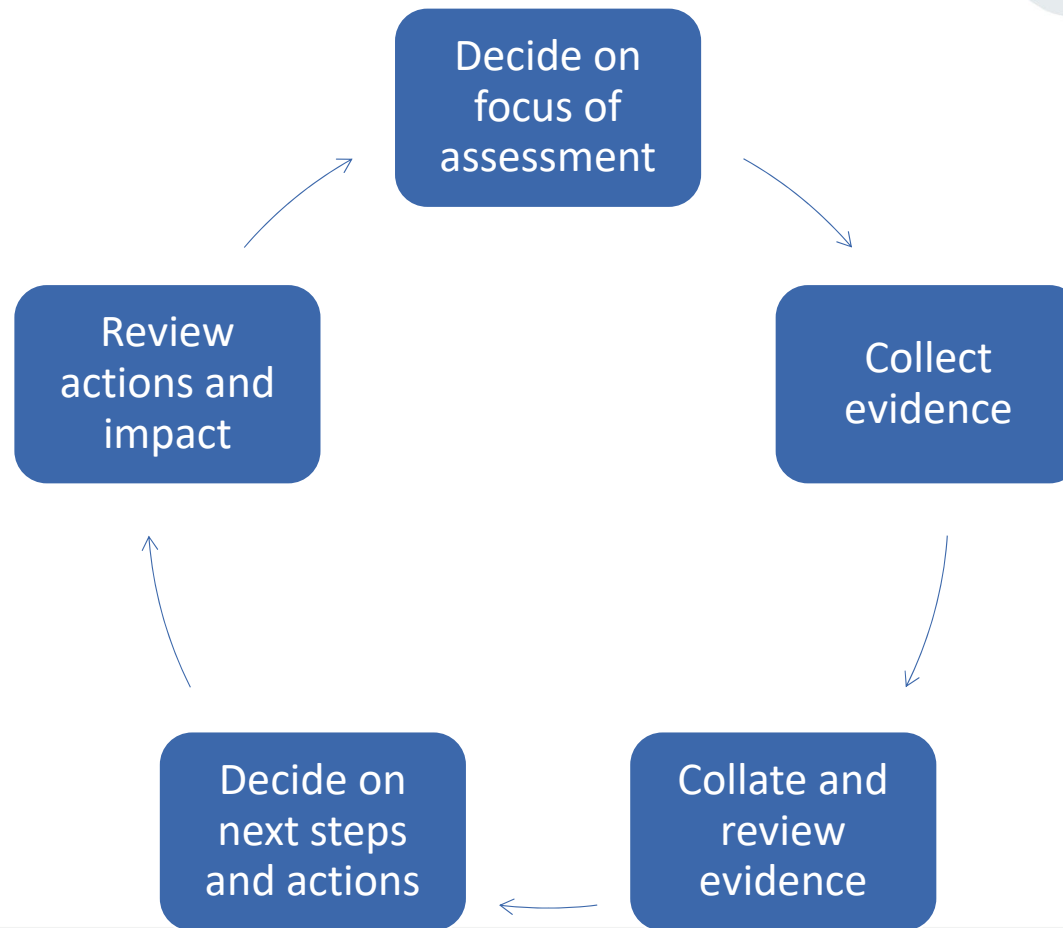


Effective strategies to initiate meaningful discussions

- Matching game with vocabulary
- Thinking about the starter question
- Memo to promote discussion as a springboard. Not too closed. Question was more effective than image
- 'It's always raining in Barrow' – real life scenarios for younger children
- Pre plan and think about best way to facilitate conversation
- QR code to record conversation to come back to later.



Reviewing and acting on the evidence



Reviewing the impact of pupil voice

- Are the pupil voice opportunities representing all pupil groups?
- Is it authentic and not tick box?
- Are changes resulting from pupil voice identified and shared?
- What is unique about your schools and context that you want to include within your pupil voice? Strategies, groups of children, subject areas, strategies that are implemented.
- Do you have short term and long-term goals for what you want to achieve?
- Is it lesson /subject specific?
- Are adults asking the right questions?
- Evidence gathering – key points
- Implementing next steps as needed

