



## **PUPIL VOICE POLICY**

To ensure that Knavesmire meets the needs of its pupils, we must be partners in the decision making process. We feel it is important that their voice is heard and that they have a say in how the school develops.

Our aims are to:

- Meet the needs of our pupils;
- Boost children's confidence;
- Encourage learning skills such as communication, assertiveness and advocacy;
- Build positive relationships between all members of the school community;
- Help pupils feel recognised and valued;
- Encourage active citizenship;
- Be able to respond to pupils needs;
- Improve the achievement of pupils;
- Recognise pupils as major stakeholders and enable them to take a more active part in running their communities.

### **Partnership with PUPILS**

In order for children to participate effectively in decisions about their learning and to give their opinions confidently, they need to develop skills as participative learners. We aim to do this by:

#### **Early Years**

- An emphasis on child initiated play and first-hand experience.
- Play is highly valued and opportunities for sustained play provided on a daily basis.
- Curriculum planning offers a rich variety of experiences and is responsive to the children's interests.
- Changes to the classroom displays and role play areas are made in collaboration with the children.
- Participative learners are valued for the contributions they can make from their first days in school.
- Routines in the Foundation Stage are purposeful and agreed with the children, wherever possible.
- Decision making is encouraged (both individual and whole group).
- Opportunities for choice are paramount.
- Independence is encouraged e.g. choosing when to eat a healthy snack
- Assessment is a joint process with children having access to digital cameras and iPads to record their learning.

#### **Key Stage 1**

- Key Stage 1 practice builds upon the child initiated experiences offered in the Foundation Stage.
- Play is highly valued.

- The curriculum is planned jointly with the children and is brought alive through first hand experiences (The Big Idea).
- Children self-assess their own work.
- Children are encouraged to explain their thinking.
- 'Wait time' is offered during group teaching so that everyone can contribute.
- Paired talk and feedback is encouraged during whole group teaching.
- Individual choices are offered about levels and types of task.

## **Key Stage 2**

- First-hand experience and play continue to be at the centre of learning.
- The curriculum is meaningful and relevant.
- Children and teachers work in partnership to plan and evaluate learning opportunities (The Big Idea).
- Children are encouraged to self-assess.
- Children are encouraged to work with learning partners amongst their peers.
- Written feedback by teachers focuses on the next steps for learning.
- Children are given time to use written feedback to improve their learning.
- Success criteria are explicit.
- Mixed age workshops encourage children of different ages to work together.
- Choices are offered about levels and types of work.
- Interventions are provided for children when their learning will benefit.
- Leadership roles are offered through curriculum initiatives where older children learn to lead groups, plan and organise activities etc.

There are two distinctive ways in which we enable children to have a voice:

### **1. Curriculum Development**

Asking about their experiences of learning and identifying where children can contribute to what and how they learn. Creating the 'Learning Journey'.

### **2. Consultation and Evaluation**

Consultations about broader policy issues, the infrastructure and evaluation of the school. Pupil Action Groups (PAGs).

## **1. CURRICULUM DEVELOPMENT**

### **PASS Survey**

All KS2 children take part in an annual survey which measures Pupils Attitudes to Self and School. Results are analysed and actions initiated.

### **Positions of Responsibility**

The older children have a range of duties, which includes dinner monitors, NU monitors, acting as guides during Open Afternoon, organising Zoneparc activities at playtimes, recycling etc.

Lower down the school every class has monitors on a rota basis for such things as taking the register to the office, handing out letters, tidying the classroom etc.

### **Pupil Led Enterprise**

Pupils are involved in running their own enterprise in school to foster responsibility e.g. fund raising for Red Nose Day, Children in Need. They take responsibility for budgeting, deciding on events, organising and publicising them.

### **Community Action**

Children have the opportunity to become involved in community action through the curriculum e.g. talking to planners and forum groups on the Terry's Site redevelopment, writing to local businesses to discuss parking issues, liaising with the community police on graffiti issues, raising a question in parliament after meeting the local MP, participating in a Human Rights competition.

### **The Big Idea**

Our bespoke curriculum allows all children to have input into its design and to the direction of learning for each theme. Children are involved from the start of each theme in planning their learning journey.

### **SEAL Curriculum and Circle Time**

Children are encouraged to voice their views, express opinions and reflect on their learning during SEAL and Circle Time lessons.

## **2. CONSULTATION AND EVALUATION**

### **a. Pupil Forums on Issues**

These are periodically set up on single issues facing the school e.g. the lunchtime routine, Zoneparc, transition to Y1 and Y3, extended school activities, safety in school etc. This may involve questionnaires and surveys with the whole school, one Key Stage, a particular class or a Pupil Action Groups representing the school community. In this way all children will have the opportunity to participate/ be represented.

### **b. Graffiti Wall**

Opportunity in all classrooms for children to voice their opinions instantly and openly.

### **c. Pupil Question Time**

Question Times with the Head or Assistant Heads allow the pupils to voice their opinions and to hear the rationale behind the decisions. Pupils may decide on the questions which may arise from the graffiti wall or classroom issues discussed in Circle Time.

### **d. Pupil Led Assemblies**

Individuals, groups and classes are allowed to take over assembly on a periodic basis. They are allowed to choose their topic and to have their say on that issue. All pupils have access to this opportunity.

### **e. Pupil Involvement in Hiring Staff**

Pupils are involved in showing prospective candidates around the school, answering/asking questions with candidates, taking part in lessons taught by candidates.