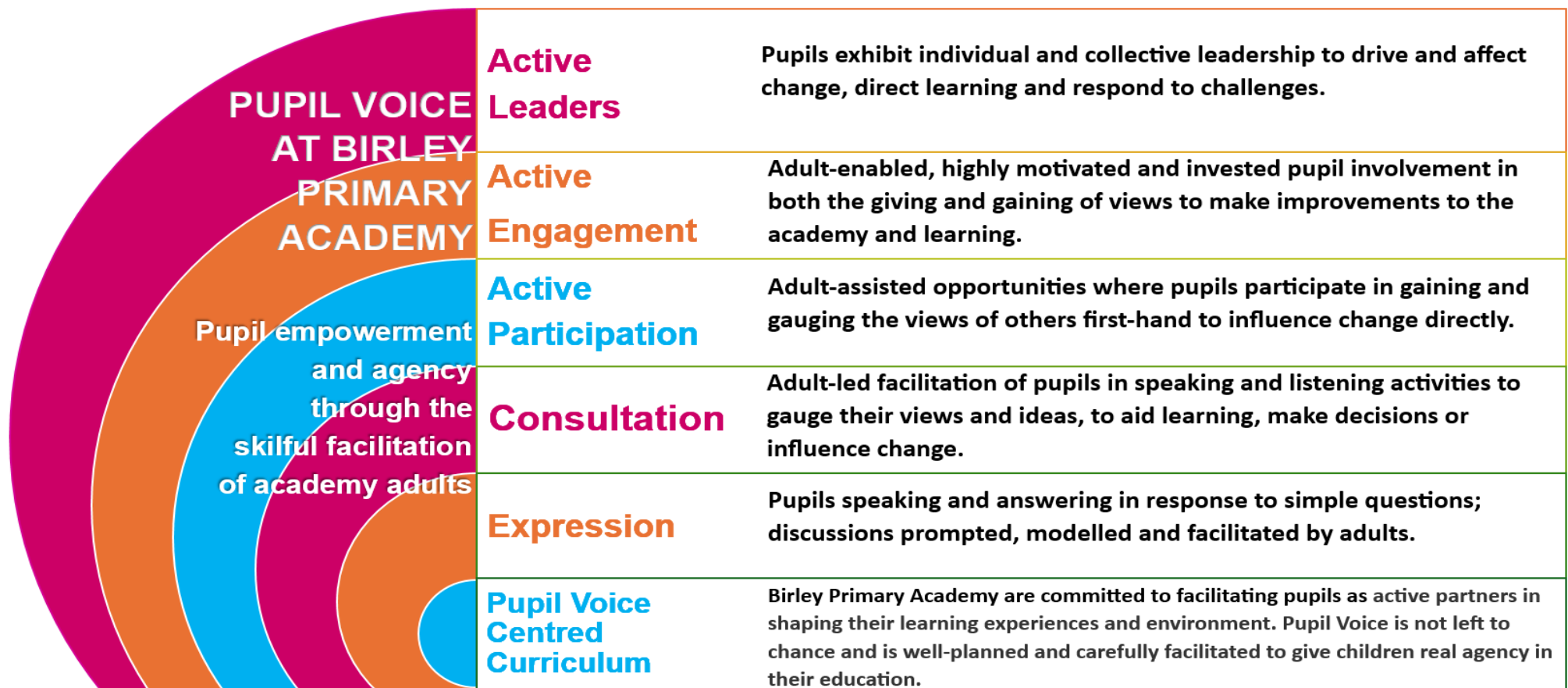


Curriculum and Pupil Voice at Birley Primary Academy

Benefits of Pupil Voice:

Pupils can and should be involved at all stages of curriculum and academy development as active partners in shaping their learning experiences and environment. This reaps massive benefits for pupils in terms of learner engagement, plus the building of self-esteem, confidence and skills. For leaders and teachers, this also provides another layer of monitoring and evaluation, an insight into academy effectiveness as well as a readymade audience upon which to consult and to continuously improve. The importance of listening to and considering the opinions of children, particularly in relation to decisions that affect them is something recognised by the UNCRC. As part of the L.E.A.D. Academy Trust, Birley Primary Academy ensures that Pupil Voice is carefully considered, planned for and facilitated in order to best serve those for whom the curriculum is for.



Curriculum and Pupil Voice at Birley Primary Academy

Pupil Voice Centred Curriculum	Expression	Consultation	Active Participation	Active Engagement	Active Leaders
<p>Apparent through academy culture, practice, documentation and publicity:</p> <ul style="list-style-type: none"> • Vision Statement • Mission Statement • Curriculum Rationale • AIP • SEF • Curriculum Documentation • Curriculum Progression Maps • Policies • Learning Environment and Classroom Displays • Pedagogy • Website • Newsletters • Communications • Publicity • Social Media 	<p>Pupils speaking and answering in response to simple questions; discussions prompted, modelled and facilitated by adults</p> <ul style="list-style-type: none"> • Self-assessment activities and sharing thoughts (traffic lights/learn-o-meters to judge learning and progress, self-assessment sentence stems and prompts, etc.) • Peer-assessment (reviewing the work of others and sharing thinking using a checklist of features and giving simple WWW/EBI feedback, etc.) • Making suggestions using prompts (brainstorming ideas and next steps, school council suggestion box, questions and suggestions displayed, etc.) • Reviewing and presenting thoughts to different pupil/adult audiences e.g. books, visits and activities, etc. 	<p>Adult-led facilitation of pupils in speaking and listening activities to gauge their views/ideas, to aid learning, make decisions or influence change:</p> <ul style="list-style-type: none"> • Reflection activities (self-assessment, end of lesson / topic / year evaluations, annual report evaluations, knowledge organiser revision and sharing, etc.) • Response activities (marking comment pupil feedback, pupil questionnaires/ surveys and quizzes, to gauge views, feedback on learning, etc.) • Focus group activities (OFSTED, QA and governor pupil interviews, subject evaluations), etc. • Balanced arguments and debate opportunities. • Big picture thinking (pupils given an overview of how their voice fits into the ongoing journey of improvement and asked to share new ideas on how this can be done further). 	<p>Adult-assisted opportunities where pupils participate in gaining and gauging the views of others first-hand to influence change directly:</p> <ul style="list-style-type: none"> • Roles and responsibilities to represent and be a voice for others (School Council / Eco Warriors, Global Gang, Job Squad, Subject Ambassadors etc.) • Decision-making activities (democratic process participation to become/ vote in new school council members, choosing the route of the learning journey from what we already know, choosing class visits and rewards, etc.) • Peer response activities (pupil-composed questionnaires, subject surveys by school council, etc.) • Review of activities (book, lesson, activity reviews, subject reports, letters to HT, newsletter articles, etc.) 	<p>Adult-enabled, highly motivated and invested pupil involvement in both the giving and gaining of views to make improvements to the academy and learning:</p> <ul style="list-style-type: none"> • Leading on roles and responsibilities (pupil-led roles in School Council / Eco-Warriors etc.) • Pupil designed questionnaires, surveys and audits (curriculum subjects and wider academy life, etc.) • Group assembly presentations (reports and feeding back, sharing learning and experiences, etc.) • Pupil panels (new staff, governors/VIPs/Aspire Day interviews etc.) • Learning conferences (group Pupil Passport termly reviews with targets, success criteria creation for a task, mind mapping activities, etc.) • Collaborative learning tasks and presentations (across classes, year groups, academies, global links, VIPs, etc.) 	<p>Pupils exhibit individual and collective leadership to drive and affect change, direct learning and respond to challenges:</p> <ul style="list-style-type: none"> • Curriculum mapping (what have we learned/do we know/ want to find out?) • Designing own learning programmes (revision and reflection planning) • Joint entrepreneurial activities and charity work (responding to real-life issues and finding solutions such as parking at pick-up times, waste and the environment; making a pitch for an idea to SLT, etc.) • Monitoring activities to improve standards and pupil experience (Subject Ambassadors – interviewing SLs, taking part in learning walks and giving feedback, etc.) • Pupil panels designed and planned by pupils (interview of new staff, invites to SLs/SLT to discuss issues, Aspire Day invites and interviews initiated by pupils) • High level discussions (debates and moot court to analyse problems and present written and oral arguments, etc.)
PUPIL VOICE – Control, Influence and Contribution → → → → →					
<p>Leader led → → → → → Leader directed Leader resourced Adult ownership Adult valued Adult celebrated</p>	<p>→ Pupil supported Adult led → → → → Adult initiated Adult aided Adult taught Adult modelled</p>	<p>→ → Pupil focussed Pupil participation → → → Adult directed Adult prompted Adult organised Adult controlled</p>	<p>→ → → Pupil centred Pupil endorsement Pupil collaboration → → Adult prepared Adult facilitated Adult assisted</p>	<p>→ → → → Pupil directed Pupil enablement Pupil motivated Pupil incentive → Adult prepared Adult enabled</p>	<p>→ → → → → Pupil agency Pupil ownership Pupil empowerment Pupil independence Pupil innovation Adult supervised</p>