Effective Use of Pupil Voice
Improve learning through engaging pupil feedback

Presenter’s Name

XX.XX.XX
Training session 2: Introduction for staff
Purpose of this session

To enable staff to:

- understand the imperative and anticipated benefits of using pupil voice as a vehicle for improving teaching and learning
- explore their differing responses and preferred approach to involvement
- collaborate to develop a tailored approach which will be best for the school and individuals.
Activity

Outline to a colleague an area or areas of your life where you have felt that you have made a real contribution to improvement.

- How did you make the contribution?
- How did it make you feel?
- Why were you able to make a difference?
The United Nations Convention on the Rights of the Child (UNCRC) article 12:

1. ‘Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall, in particular, be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.'
'The Government is committed to the promotion and protection of children’s rights, in line with the United Nations Convention on the Rights of the Child. It believes that children and young people should have opportunities to express their opinion in matters that affect their lives.’

'The UNCRC has not been incorporated into national law, so there is no statutory duty to comply with it. However, the Government has reiterated its commitment to pay “due regard” to the Convention when new policy is made and legislation proposed. Schools are strongly encouraged to pay due regard to the convention.’

This guidance will next be reviewed in September 2013.

'These schools use a range of strategies to provide students with the skills they need to talk about their own learning and experience of education. 

'They listen very carefully to what the students have to say and use such feedback to improve teaching. 

‘In some cases, this is about students’ general experience of learning, but the schools are not afraid to use student observers or other techniques to gather feedback about what individual teachers are doing well, what they could do to improve and how they could modify their teaching to match students’ needs more closely.'
As well as, arguably, providing the most useful feedback that a teacher can receive, this is also highly motivating for students.

Apart from the fact that it leads to better lessons, the students feel that they are in a genuine partnership with the school and that their views are valued. The message is very clear:

“We are here to enable you to learn and we are committed to doing it as well as we possibly can.”
Evidence of pupils’ spiritual, moral, social and cultural development can be found, for example, where pupils:

- take part in a range of activities requiring social skills
- develop the skills and attitudes to enable them to participate fully and positively in democratic modern Britain
'115. Inspectors must consider whether: teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils’ learning'
Such additional evidence may include:

- evidence arising from observations of lessons carried out by senior staff
- **discussions with pupils** about the work they have undertaken and their experience of teaching and learning over longer periods
- discussions about teaching and learning with teachers, teaching assistants and other staff
- the **views of pupils**, parents and staff
- the **school’s own evaluations of the quality of teaching and its impact on learning**
- scrutiny of pupils’ work, with particular attention given to:
  - how well and frequently marking, assessment and testing are used to help teachers improve pupils’ learning
  - the level of challenge provided
  - pupils’ effort and success in completing their work and the progress they make over a period of time.”
What is meant by pupil voice and participation?
Department for Education

Defines pupil voice as:

‘ways of listening to the views of pupils and/or involving them in decision-making.’
Pupil voice Wales: (Welsh Government)

‘Participation is a process rather than an event, with varying degrees of involvement from being consulted on a predetermined issue to young people choosing their agenda, making their own decisions and taking them forward.’
Consultation ≠ Participation
Activity

Note on separate sticky notes the ways in which pupils currently participate in school life (e.g., surveys, school council, class representatives etc.)

- Classify the notes according to whether the pupils are being consulted or are fully involved and contributing to developments.

- What makes the difference between consultation and participation/contribution, in your examples?

- What adjustments might be made to some current practices in order to make them more participatory?
Benefits

More active pupil participation can lead to improvements in:

- pupil engagement
- pupil learning
- pupil self-esteem
- pupil behaviour
- pupil and staff relationships
- whole-school practice
- social, communication and critical thinking skills.
Other purposes for collating pupil feedback cited by institutions

- enhancing the pupils’ experience of learning and teaching
- contributing to monitoring and review of quality and standards.

Brennan and Williams (2004)

Also:

- ensuring the effectiveness of course design and delivery
- enabling a dialogue with students
- helping students reflect upon their experiences
- as part of the teaching and learning process
- identifying good practice
- measuring student satisfaction
- contributing to staff development.
Dimensions of pupil participation

Fielding and Rudduck (2002)

Organisational
Through this, young people feel more positive about school

Personal
This leads pupils to feel more positive about themselves

Pedagogic
This helps pupils better manage their own progress in learning

Political
This helps young people understand how they can make a difference to things that matter to them in school, and indeed beyond school
Purpose
How did having a clear purpose contribute to the success of each project?
Mechanisms for gathering pupil feedback

 Might include:

 o questionnaires and surveys
 o student representation on committees and governing bodies
 o staff-pupil liaison groups
 o informal discussion either individually or in small groups
 o discussion groups
 o school council
 o suggestion boxes
 o teacher-pupil journals.
Mechanisms for gathering pupil feedback

- Which give the most useful feedback?
- What are the limitations of these methods?
- Which are you most comfortable with?
- Which do you think might be the most useful to begin with?
Responding to feedback
Plenary
Issues to consider:

- identification of potential benefits
- having a clear purpose
- identifying participating staff and pupils, departments, year groups, teams, subject areas, etc.
- selecting appropriate mechanisms for collecting feedback
- how feedback mechanisms can be managed for particular staff and pupils
- how the school and individuals will respond to pupils’ feedback
- how communication will be managed throughout the process.