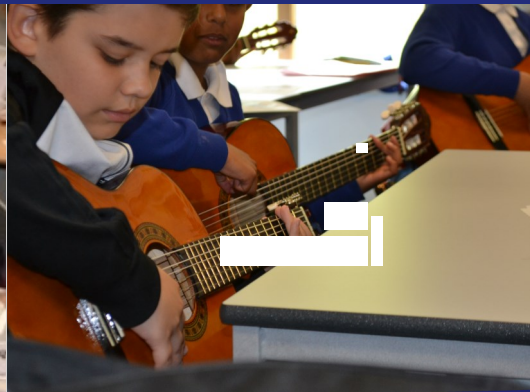


# Southmere Primary Academy

## Pupil Self Evaluation 2022/23



## **Our Pupil Leadership Team Vision**

**We feel safe to express our feelings and opinions confidently through a range of pupil voice activities including our Pupil Self Evaluation:-**

**Pupil Voice helps us to:-**

- Improve our active listening skills.**
- Respect and value the opinions and ideas of other children and adults.**
- Have a real say in the issues that affect and matter to us.**
- Contribute to school improvement so we are playing an active role in how and what we learn.**
- Learn leadership skills such as collaboration and negotiation and flexibility.**

**Academy Council Meeting dates and times.**

We meet every Wednesday after school from 3.15pm to 4.15pm

**Academy Council Team**

Head Pupils-Anniyah and Amaara

Deputy Head Pupil-Shahed

Year 1R-Zakariya and Year 1I-Elizabeth

Year 2I-Yusra and Year 2B-Zidane

Year 3K-Alaa and Year 3FR-Mya

Year 4P-Taniya and Year 4M-Abdul-Mateen

Year 5M-Zunairah and Year 5K-Taiwo

Year 6R-Kiera

## **Specific Vocabulary to be taught**

**self-evaluation**

**democratic process**

**voting**

**voice**

## How do we use Pupil Self Evaluation?

Our Academy Council is made up of 2 Head Pupils, a Deputy Head Pupil and one pupil per class from Year 1 to Year 6. These pupils were voted in through a democratic process.

The Academy Council represents a range of pupil voices and celebrates the diversity within our school by including pupils of different ages, gender, abilities and religion/beliefs.

Every week the pupil representatives feedback to their class about their session to discuss the following aspects of school life:-

- Our Learning and the Curriculum
- Our Personal Development
- Our Behaviour and Attitudes
- Our Leadership Opportunities

We discuss what we think is going well in school and possible next steps/actions that could be put in place to improve areas.

All pupils have a fair opportunity to express their opinions and feelings during Academy Council using oracy techniques such as the use of discussion guidelines and sentence stems.

The Academy Council appoints a clerk who will write down the key points of the discussion. The Academy Council Lead supports our pupil led discussion and record keeping.

## How do we use our Pupil Self Evaluation Form?

The Academy Council member for each class will attend the weekly meeting after school to discuss this half terms Jigsaw Topic, links to British Values and Votes for Schools topics. These are applied in our school context and discussions are had about what it means for pupils at Southmere.

The Academy Council meeting is also attended by Asma Qamar (Teaching Assistant/Academy Council Lead) who supports children's discussions and helps direct their follow up work.

There are opportunities to ask questions and challenge each other until we can come up with some shared next steps/actions. We use our Talk Tactic roles and sentence stems to do this respectfully.

The key discussion points and agreed next steps/actions are recorded. All agreed next steps and actions are shared and discussed further in staff and leadership meetings.

The expectation is that the adults will confirm any changes that are taking place as a consequence of our pupil voice. These changes are shared in our school assemblies by pupil and adult leaders. There is sometimes the need to have further discussion with the Academy Council members and or in class before changes can take place.

We review the changes that are put in place at the future Academy Council meetings.

# OUR LEARNING AND THE CURRICULUM

## Example questions to ask/guide pupil's discussion

- What is the favourite thing about your day at school?
- What do you enjoy about the subjects you learn about and why?
- What do you do if you find something too difficult?
- Is there anything you don't like about your learning?
- How could learning be improved?
- How do adults in school help you to remember prior learning?
- How do adults in school help you to remember difficult concepts?
- Do you do anything outside of your lessons to help you remember and understand the knowledge?
- How do adults in school teach you new vocabulary?
- Do you find your work easy, OK or challenging?
- Can you show/discuss work from previous learning and explain what it is about and why you are proud of it?
- What do you not learn about which you feel might help you understand more about the world around you?
- Since starting school how have the adults in schools helped you to improve your reading?

## OUR LEARNING AND THE CURRICULUM

### What do we do well? What can we celebrate?

- You said that all subjects are enjoyable at school but you particularly enjoy the Swap Shop, Thrive, Music , time on your tablets, spending time with your teachers and friends.
- You said that you enjoy Science investigations, Maths word problems, RE and stories.
- You know that in case of difficulty you can ask a partner, know to re-read the questions and use equipment to support independence.
- You think that we consolidate prior learning well at the start of lessons through Connect tasks and using the Learning Zone.
- You said you felt your learning was supported when you are given the opportunity to practise difficult concepts through Morning Challenges, I Do, You Do, WW's, Flipcharts, Boosters and Homework.
- You said that Assemblies help to introduce new concepts as well as reminding you to remember and understand knowledge.
- You said vocabulary is introduced and explained well through lesson slides, displays and word banks.
- You said you enjoy much of your learning.
- You said 3pm reads and books available to borrow from the book trees help you to improve your learning.

### Next steps/actions

- You said that you would like more visuals and equipment readily accessible for your learning.
- You said you'd like more Art lessons and Art Clubs.
- You said you'd like more outdoor learning and more Jigsaw lessons.
- You said you'd like more opportunities to read 1 to 1 with an adult.
- You said you'd like more lessons on General Knowledge, facts about the world and gardening.



# OUR BEHAVIOUR AND ATTITUDES

## Example questions to ask/guide pupil's discussion

- Are you happy at school?
- What is the best thing about school?
- If you could change one thing about school what would it be?
- In which lessons/part of the school day is behaviour best?
- In which lessons/part of the school day could behaviour be better?
- Is everyone welcome in school?
- How are new pupils to school looked after?
- What happens if someone bullies another pupil?
- Do you think the behaviour policy is fair? If not, why?
- Can you describe how adults and children care for our school?
- How do teachers and adults help you or your friends who find it difficult?
- How do we show that we care about others?
- What makes you feel safe in school?
- How do adults teach you to keep yourself safe?
- Are all pupils supported to attend school everyday and on time? How?

# OUR BEHAVIOUR AND ATTITUDES

## What do we do well? What can we celebrate?

- Most children are happy at school.
- You said that your favourite subjects are the best thing about school. These ranged from Maths, Geography, Computing, Art P.E, Music and also playtime, lunch the Swap Shop, football club, my teachers and friends.
- You said that your teachers are always quick to help you when you're struggling with something.
- You said that behaviour was best in class.
- You said that everyone is welcome in school and that your teachers employ a buddy system to support new pupils to adjust to a new school.
- You said that if someone is bullied you know that you can reach out to your adults or family for support.
- Most children thought the behaviour policy was fair .
- We care for our school environment by having volunteers to collect litter at break time, we turn off unnecessary lights and we look after our equipment.. We are taught to respect our surroundings.
- Teachers are good at explaining and demonstrating easy methods and signposting us to apps to help us practise our learning.
- Attendance is supported through rewards and incentives such as prizes.
- We are taught to reach out in assemblies and are also taught to keep safe online and through things like Road Safety.
- Teachers talk to us privately and try to understand why we feel upset. They encourage us to be friends or be kind.

## Next steps/actions

- You said that you would like orange juice added to the Breakfast Club menu.
- You said that you would like food served at lunchtime to be hotter especially for Key Stage 2 children
- You said you would like comfortable seating for lunch.
- You said you would like the option of relaxing activities at lunchtime.
- You said you would like more options for dessert on the lunch menu.
- You said you would like more school visits or educational visitors to school.
- You said that you wanted to be a teaching assistant for a day as a reward.
- Some children wanted the behaviour policy explained to them when they were in trouble as they thought it to be unfair at times.

# OUR PERSONAL DEVELOPMENT

## Example questions to ask/guide pupil's discussion

- Do you take part in any activities in school other than normal lessons?
- Are there enough clubs, teams, visits etc to take part in?
- What would happen if someone from another country or from a different religion arrived at our school?
- Do you know enough about other cultures/faiths? When do you learn about this?
- Does the school encourage you to be respectful of other cultures, races, religions, with a disability etc?
- Do you get visitors into school who talk to you?
- Do you get enough opportunities to share your opinions and feelings through pupil voice activities?
- Do adults listen to your opinions and ideas, and act upon them?
- Can you give some examples of some democratic activities in school?
- What do you understand bullying to be?
- Do you learn how to stay safe online? How?
- Do you think pupils at .... are independent, confident, resilient? Why? How do adults in school help you to do this?
- How do adults in school help you to be fit and healthy and lead a healthy life?
- Do adults in school care about the children and other adults in school? How do you know?
- How well do children care for each other in school?
- What makes a good friend? When do you learn about this?
- What would you do if another pupil in your school was not being a good friend or doing or saying unkind things? Who would you tell?
- How do adults in school help you to stay safe, be responsible, be respectful?

## OUR PERSONAL DEVELOPMENT

### What do we do well? What can we celebrate?

- We have a good variety of clubs inc. choir, cooking, sports, art available to everyone.
- We have had some interesting visitors and visits and want this to continue.
- We have been taught a lot about having respect for different religions/ beliefs and cultures. When new children come to our school who cannot speak English we take them on a tour of the school, help them to speak English quickly, teachers use Google Translate to help speak their language and teachers will give them extra support with their work. We have learnt about lots of different religions inc. Hinduism, Judaism, Islaam, Christianity and Sikhism.
- We have had assemblies and class discussions to teach us about anti-bullying and anti-racism including learning about people who have disabilities. We don't have a lot of bullying but when we do, adults are quick to sort it out.
- We have been taught all about online safety in class and in assemblies.
- We have learnt about LGBTQ+ and homophobia how it is important that everyone has the right to express themselves in their own way as long as this is not harming others.
- Adults in school expect us to be independent and help us to be resilient by encouraging us to keep trying and supporting us with our work.
- We have lots of opportunities to have our ideas and opinions heard including in class lessons, Student Council etc.

### Next steps/actions

- More teaching about not accepting any name calling and always telling an adult. Name calling is never okay.
- Continue with more anti-bullying education for children and adults.
- Continue with more education about homophobia.
- Revisit the teaching of British/Human Values for all children so we all fully understand what they mean and how we can carry them out in school.

# OUR LEADERSHIP OPPORTUNITIES

## Example questions to ask/guide pupil's discussion

- If you were the Head of Academy, would you change anything about the school?
- Do you think that all pupils are proud of themselves, their work and the school?
- What opportunities are you given to share your opinions and ideas about school?
- Are there plenty of opportunities for pupil voice?
- Do adults in school listen to pupils' opinions and act on them making changes where necessary?
- Do pupils get the opportunity to lead on areas of the school?
- Can you explain how pupils have been able to contribute towards changes in different areas of school?
- What impact has your pupil voice/pupil self evaluation had on changes in aspects of your learning/development?

## OUR LEADERSHIP OPPORTUNITIES

### What do we do well? What can we celebrate?

- You mostly said that you were proud of your achievements and feel you put in lots of effort. You know that your achievements will lead to gaining a good job when you're older.
- You said that there are plenty of opportunities to share your opinions and ideas, through Oracy lessons, Votes for Schools, Eco Committee, Jigsaw lessons and throughout all our lessons-there is opportunity given for discussion. You said there are plenty of opportunities for Pupil Voice through these sessions.
- You said that the new blue suggestion boxes in every class ensure that pupil's opinions are listened to and shared with the Academy Council and beyond if necessary.
- You said that you have enjoyed completing the recent questionnaires and filling the suggestion boxes as you feel this may lead to some changes you'd like to see in the Academy.
- You said you feel happier and increasingly confident when your Pupil Voice has directly led to changes in learning and the environment and noted on the Pupil Self Evaluation Form.

### Next Steps/Actions

- You said that if you were the Head of Academy you would like to see artificial pitches, more permanent equipment like a fixed climbing frame, non-uniform, more interventions or Homework club within Breakfast Club for children not confident with their learning, early finish on Friday, more Art Clubs, Ability streaming with a special focus on more able children, chrome books for UKS2, upgrade the bathrooms, more nature/gardening opportunities and rewards for the children whom are consistently good like going to Thrive and the cinema.
- You said that you felt that not enough opportunities are given to voice your opinions and concerns but that this has changed now with the blue suggestion boxes.
- You said that most children are not given opportunities to lead in school and would like to be given the opportunity to be a Teaching Assistant for a day, lunch hall monitors, corridor monitors and librarians.



# Teacher Talk Tactics for early language development

**Instigate** 

Present an idea or open up a new line of inquiry

- “ I think \_\_\_\_
- “ Let’s begin with \_\_\_\_
- “ I have a great idea, I’ll go first \_\_\_\_


Invite: X would you like to go first?

**Build** 

Develop, add to or elaborate on an idea

- “ X’s idea made me think \_\_\_\_
- “ I’d like to know more about \_\_\_\_
- “ Yes, and \_\_\_\_

Invite: Can anyone add to that?

**Clarify** 

Ask questions to make things clearer and check your understanding

- “ Do you mean that \_\_\_\_?
- “ I think you are saying \_\_\_\_
- “ So, what you’re saying is \_\_\_\_

Invite: Do you have any questions about X?

**Challenge** 

Disagree or present an alternative argument

- “ I don’t think \_\_\_\_
- “ You said \_\_\_\_ but what about \_\_\_\_?
- “ I disagree with \_\_\_\_


Invite: Does anyone disagree with X?

**Stretch** 

Add more detail; use more complex language or introduce new ideas

- “ Yes, it’s \_\_\_\_, you could even say it’s \_\_\_\_
- “ That’s right, it’s \_\_\_\_ because \_\_\_\_
- “ Yes, it’s a \_\_\_\_

Invite: Can you tell me more about \_\_\_\_?

**Speculate** 

Encourage creative or abstract thinking and consideration of alternative viewpoints

- “ I wonder what would happen if \_\_\_\_?
- “ Perhaps \_\_\_\_
- “ Do you think \_\_\_\_?


Invite: What do you wonder about X?

**Suggest** 

Support thinking and problem solving by guiding next steps

- “ What if we tried \_\_\_\_ next?
- “ Have you thought about \_\_\_\_
- “ Let’s give \_\_\_\_ a try

Invite: What do you think we should try?

**Encourage** 

Offer praise to encourage and motivate

- “ You did such a good job of \_\_\_\_, now let’s think about \_\_\_\_
- “ You really made me \_\_\_\_
- “ Your use of \_\_\_\_ was \_\_\_\_

Invite: What do you like about what X did/ said?

# Student Talk Tactics



## Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying \_\_\_\_
- “ I think \_\_\_\_
- “ We haven't yet talked about \_\_\_\_

Instigate

## Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think \_\_\_\_?
- “ What evidence do you have to support X idea?
- “ Could you provide an example?

Probe

## Challenge

Disagree or present an alternative argument



- “ I disagree because \_\_\_\_
- “ To challenge you X, I think \_\_\_\_
- “ I understand your point of view, but have you thought about \_\_\_\_?

Challenge

## Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying \_\_\_\_?
- “ Does that mean \_\_\_\_?
- “ Can you clarify what you mean by \_\_\_\_?

Clarify

## Summarise

Identify and recap the main ideas



- “ So far we have talked about \_\_\_\_
- “ The main points raised today were \_\_\_\_
- “ Our discussion focused on \_\_\_\_

Summarise

## Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea \_\_\_\_
- “ I agree and would like to add \_\_\_\_
- “ X's idea made me think \_\_\_\_

Build



