



Carpenters Primary School Pupil Voice Research Project

This research was carried out by
Rudhra (Y5) and Ingerta (Y5)
with Miss Power and Miss Glen as part of
*The Influence and Participation of Children and Young
People in their Learning (IPiL) project*

The aims of our project

To find out –

- Assessment – how well we are improving our work.
- Behaviour for Learning – what helps us to learn in the classroom. By working with other children as a team.
- Curriculum – What we learn, when we learn it and how we learn it.

Planning

Through consultation and discussion on day 1 and back at school we decided –

- Our target year groups
- Our research areas
- Materials and resources we would need

Methods of research

- Interviews on assessment for pupils from year 2, year 4 and year 6
- Classroom observations on Behaviour for Learning for year 5 and year 1
- Questionnaires on curriculum for year 3

Our Findings – Interviews

(Photo of Rudhra and Ingerta in a quiet classroom)

How do you know if you are doing well in a lesson?

- Teacher Feedback in lessons and in marking
- Checking work through
- Rewards – sticker charts / ticks

Our Findings - Interviews

How does teacher marking help improve our work?

- Gives a chance to show me what needs improving
- Helps me think about improving it to make it to the next level
- Spellings

Our Findings - Interviews

Do you know what level you are working at in literacy, numeracy and science?

- Overall most children were aware of their levels

What does your teacher do to help you get to the next level?

- Pushes you and helps you to understand
- Gives me next steps
- Encouraging and supporting you

Our Findings - Interviews

How do you let your teachers know what help you need?

- Asking for help
- Putting our hand up
- Talking to them at break time

Our Findings - Interviews

Are teachers interested in what you have to say / your ideas?

- Overall most pupils agree that teachers listen to their ideas.

Our findings – Classroom Observations

(Two photos of classroom displays)

Key Stage 1

- Using partners to help – taking it in turns to talk
- Rewarding the children
- Asking children with their hands up
- Some tables might not be able to see the board correctly
- Teaching assistant working with children who need extra help
- Target board displays to motivate children
- Displays to show off children's work

Our findings – Classroom Observations

Key Stage 2

- Children helping each other out, taking it in turns
- Rewards and activities to keep children on task
- Children are more independent and in charge of their own learning
- Organised displays
- Targets for literacy and numeracy
- Behaviour board

Our findings – Questionnaires

(Photo of pupil completing questionnaire)

From the questionnaires we found out –

- Teachers ask for children's ideas about their topic.
- Teachers get children's ideas on the resources they can use to help improve their learning in topic work.
- In some lessons children mark their own work and let teachers know what they need to improve on next time.

Overall Findings

- Children share their ideas in some areas of learning and assessing
- Children around the school are behaving well in their classrooms and cooperating well with the teachers because the teachers are explaining how well we are doing during the lessons
- Children need to be more involved in the things we learn about in the curriculum
- Children need to be given more opportunities to mark their own and others work
- Children need to be given more chances to tell teachers what they need help on.

What Worked Well?

- Observations
- Working as a team
- Sharing responsibility with teachers and pupils
- Getting children involved in what will improve learning

Ways forward for the future

- Get children involved in monitoring by becoming inspectors
- To extend the Pupil Voice Group so that they make decisions about the school
- Pupils voice group to help teachers get children marking their own and others work
- Pupil voice group to help raise pupils levels