

Sarah Bonnell School, London

This research was carried out by two students in Y8 and the Student Self-Evaluation Team supported by three teachers as part of The Influence and Participation of Children and Young People in their Learning (IPiL) project

OUR VIEWS ABOUT THE WAY OUR SCHOOL INCLUDES PUPILS' VIEWS

- How our school consults us about our learning
- Other ways we would like to be consulted in the future



Sarah Bonnell School

A language college



We are an all girls
Comprehensive school
from Years 7 to 11. There
are approximately
1200 students at our
school. It is a
Specialist Languages
College.



We are
here!

THE TEAM

- Jane Chesters: Deputy Head
- Donna Evans: Deputy Learning Manager for Enrichment
- Sinead Earley: Learning Manager for World Languages
- Silvia: Y8 student
- Henna: Y8 student
- The School Self-Evaluation team

(Video clip of Ms Chesters)

WHAT DID WE WANT TO FIND OUT?

What say do the students have in the following areas of the school and what would they like to change?

- Assessment for learning
- Behaviour for learning
- Learning and teaching

HOW DID WE COLLECT THE DATA?

- We asked the Head teacher to discuss what systems were in place to allow the students voice to be heard.
- A survey was carried out across all the year groups using a questionnaire.
- One-on-one written interviews were carried out with twenty students.
- Five students, one from each year group, were filmed discussing their views.

WHAT DID WE DO TO ENSURE OUR RESEARCH WAS ETHICAL?

- The Self-Evaluation team worked with the staff at the school to come up with the format for the questionnaire.
- The questionnaire and survey were anonymous.
- Students were shown the questionnaire in advance and had it explained to them to ensure that they were comfortable answering questions.
- We used a diverse and randomly picked group of students to answer questions from across all year groups and levels of ability.
- When filming, we ensured that the students were comfortable and happy to be on camera.

**THIS IS WHAT
WE FOUND OUT...**

FIRSTLY THE VISION

Ms TOOLEY, HEAD TEACHER OF SARAH BONNELL, DISCUSSES THE PHILOSOPHY OF HOW IMPORTANT IT IS THAT THE STUDENT VOICE IS HEARD AND HOW WHAT IS IN PLACE IN SARAH BONNELL TO ALLOW THIS TO HAPPEN.

(Video clip of Ms Tooley)

ASSESSMENT FOR LEARNING

THE FINDINGS FROM THE SURVEY

Assessment

1. Do you know the level you are working at in your subjects?

Yes, most of them

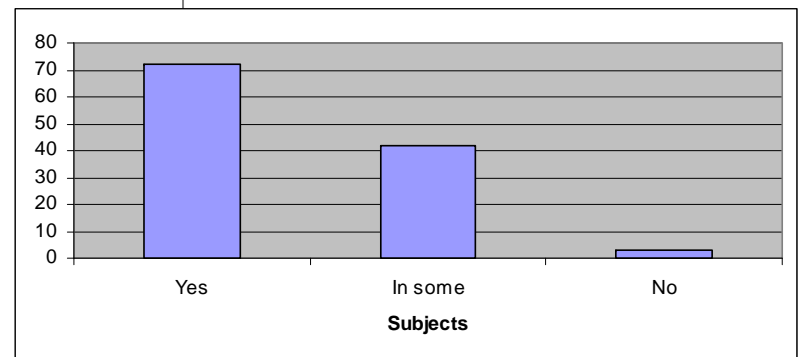
72

In some subjects

42

No

3



ASSESSMENT FOR LEARNING

THE FINDINGS FROM THE SURVEY

Assessment

2. Do you know how to get to the next level?

Yes

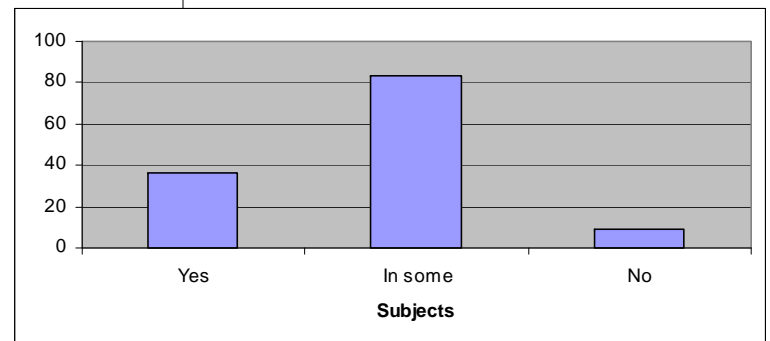
36

Sometimes

83

No

9



ASSESSMENT FOR LEARNING

THE FINDINGS FROM THE SURVEY

Assessment

3. Do you ever discuss your level with teachers?

Yes, most of them

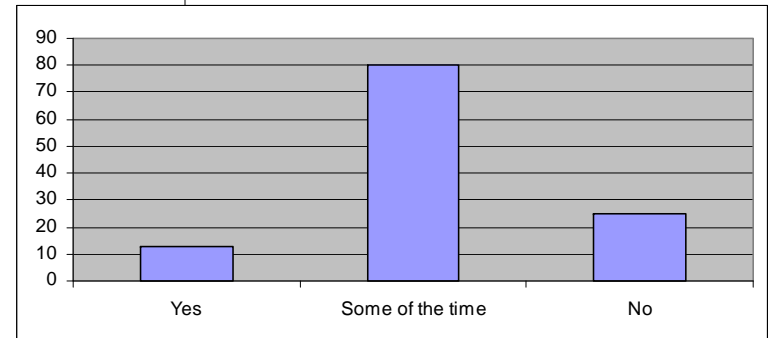
13

In some subjects

80

No

25



ASSESSMENT FOR LEARNING

THE FINDINGS FROM THE SURVEY

Assessment

4. Do you get assessed on group work?

Yes, most of them

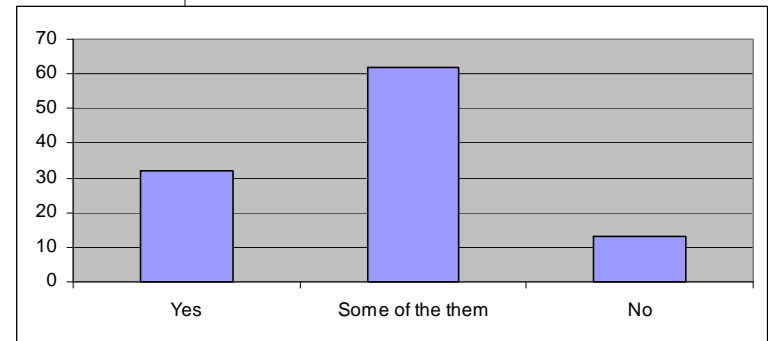
32

Sometimes

62

No

13



ASSESSMENT FOR LEARNING

Assessment

5. Do you get asked what you think about assessment?

Yes, most of time

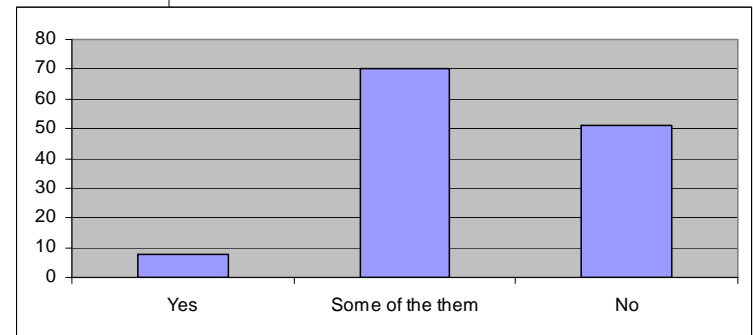
8

Sometimes

70

No

51



6. If yes did anything change?

Only 28 students commented out of 127. 16 said that things did change e.g. they learnt how to improve their work or the teacher said they would change the assessment for next year.

ASSESSMENT FOR LEARNING

Assessment

7. In how many of your subjects are you assessed as you go along?

The range of the majority of answers was 4 – 6 subjects are formatively assessed.

ASSESSMENT FOR LEARNING

Assessment

8. Which ways of assessing help you understand how best you're doing?

Marks

Spoken feedback from teacher

Levels

Pair assessment

Comments

Self assessment

In all year groups spoken feedback and levels of marks were seen as being the best and pair assessment as least helpful. The ideal scenario was essentially the same.

ASSESSMENT FOR LEARNING

THE FINDINGS FROM THE INTERVIEWS

'Students and teachers discuss the students' levels and how to get to the next level'

Assessment should be more fun and have more fun activities.'

'Teachers should explain more clearly what we have to do and what to revise for tests.'

'We need to be given a proper amount of time to revise for tests and not just get them when we come to lessons.'

BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

1. How are you welcomed into your classroom and lessons?

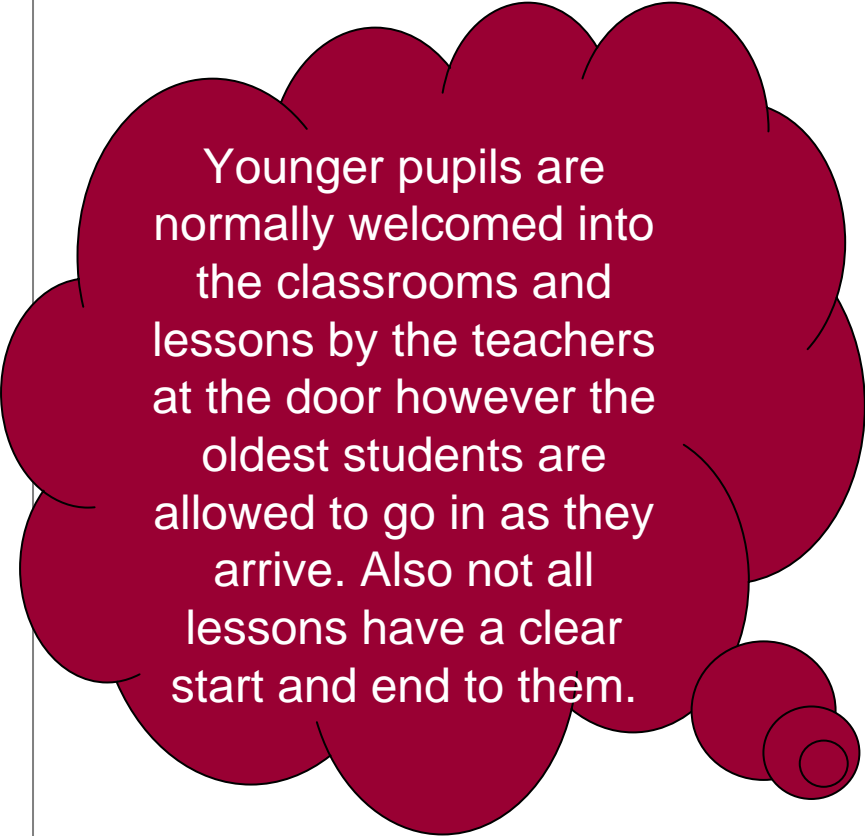
Line up outside

Aims and objectives on the board

Go in as you arrive

Clear start and end to the lesson

Teacher welcomes you at the door



Younger pupils are normally welcomed into the classrooms and lessons by the teachers at the door however the oldest students are allowed to go in as they arrive. Also not all lessons have a clear start and end to them.

BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

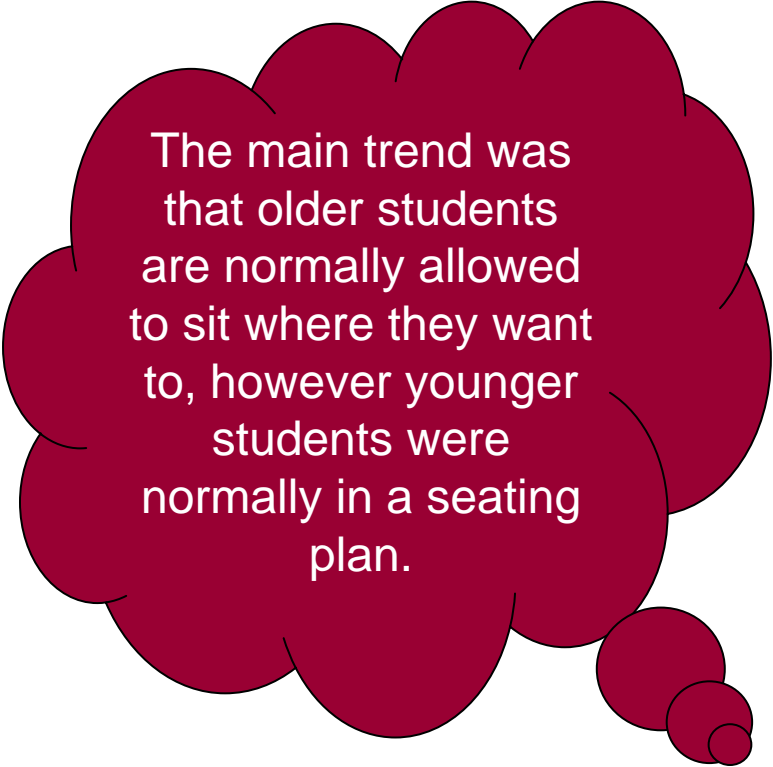
Behaviour for Learning

2. Are you allowed to sit where you want to in lessons?

Yes

Sometimes

No



The main trend was that older students are normally allowed to sit where they want to, however younger students were normally in a seating plan.

BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

3. Are the classrooms a welcoming environment in general?

Yes

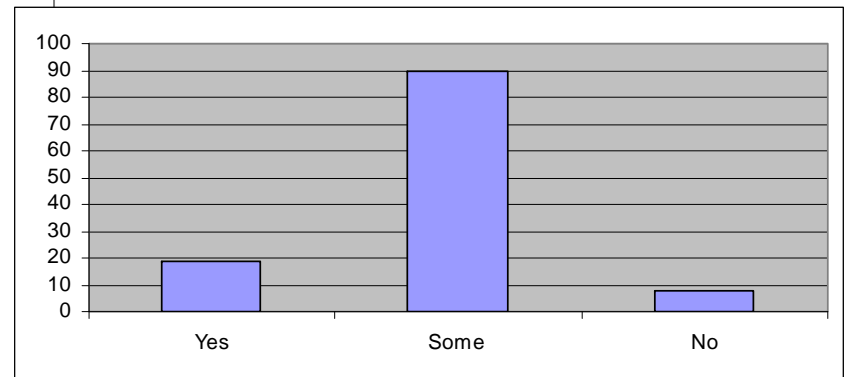
19

Some

90

No

8



We hope that with the building programme in the school next year more people will answer yes!

BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

4. Do you feel that the Code of Conduct and Behaviour rules work at this school?

Yes

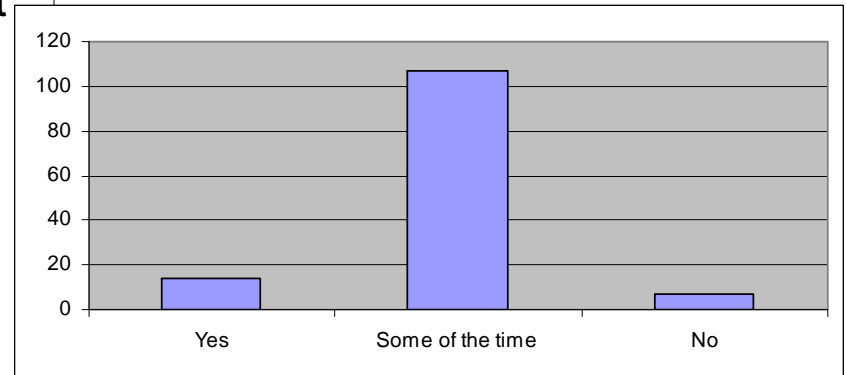
14

Sometimes

107

No

7



BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

5. Are you asked about the behaviour rules/Code of Conduct in the School?

Yes

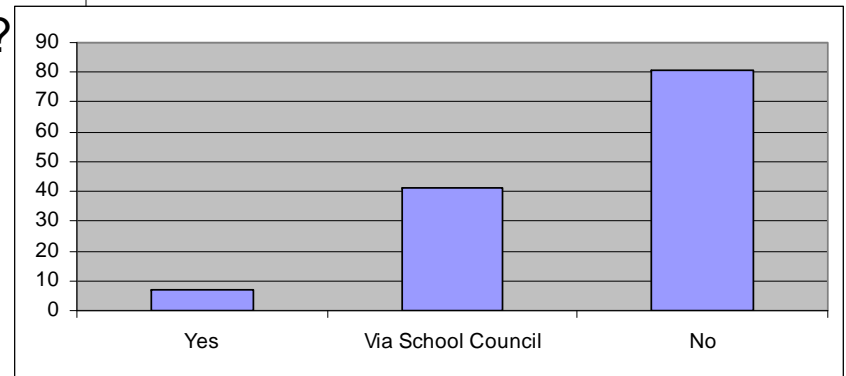
7

Via School Council

41

No

81



BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

6. Do you think that poor behaviour is followed up and dealt with effectively?

Yes

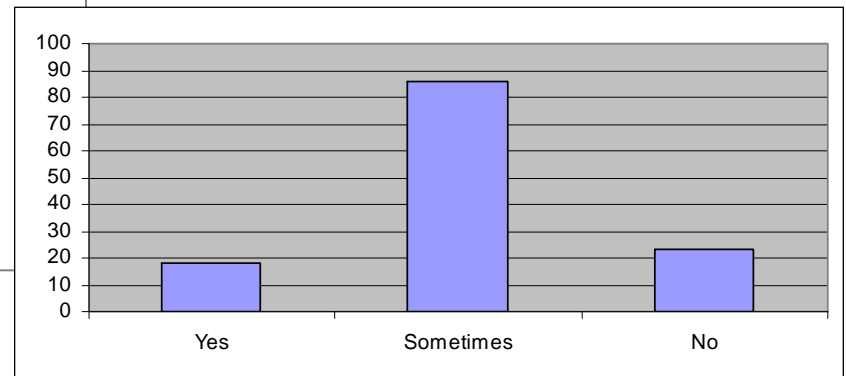
18

Sometimes

86

No

23



BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

7. Do you feel that poor behaviour in lessons affects your learning in general?

Yes

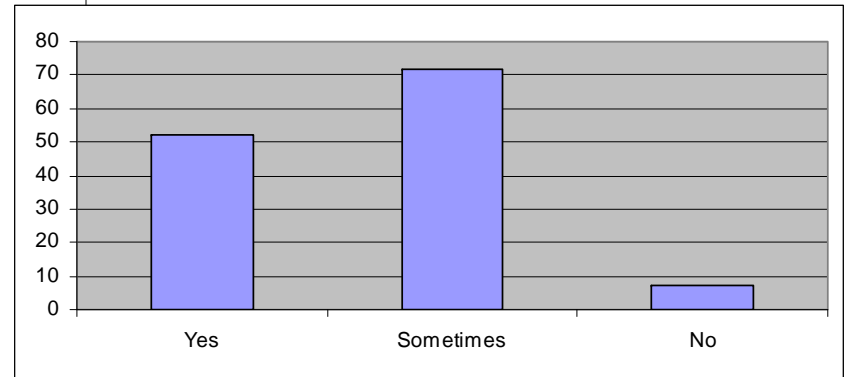
52

Sometimes

72

No

7



BEHAVIOUR FOR LEARNING

THE FINDINGS FROM THE QUESTIONNAIRE

Behaviour for Learning

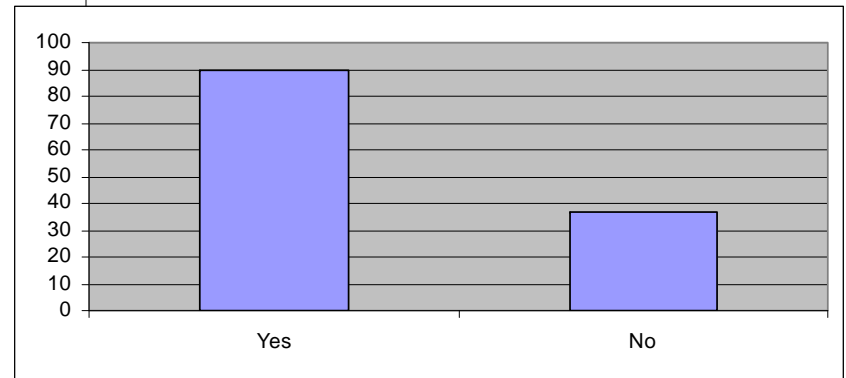
8. Do the rewards and praise at this school help you work harder?

Yes

90

No

37



BEHAVIOUR FOR LEARNING

I love getting certificates in assembly, medals and prizes and the hope of being a steward.

I hate it when other students talk through the lessons and take up the teacher's time.

Teachers should deal more strictly with bad behaviour or noise in class.

There should be a more pleasant environment with more classrooms and different colours on the walls.

CURRICULUM

THE FINDINGS FROM THE QUESTIONNAIRE

Curriculum

1. Are you asked in what ways you would like to study a topic in your lessons i.e. project work/debates/presentations?

Yes

7

Sometimes

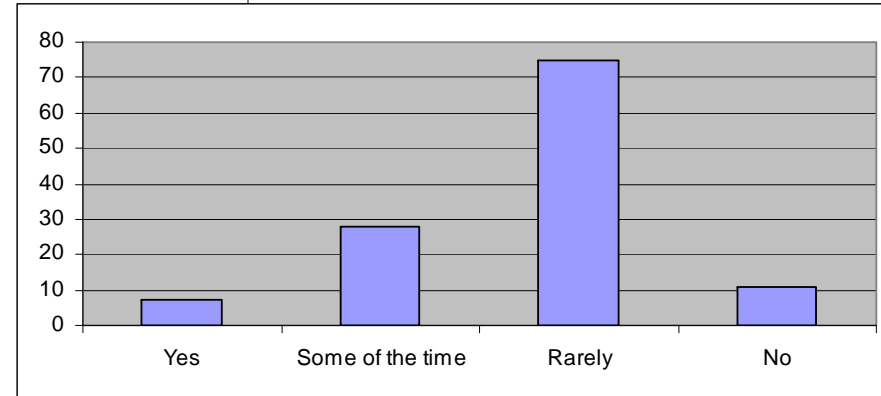
28

Rarely

75

No

11



CURRICULUM

THE FINDINGS FROM THE QUESTIONNAIRE

Curriculum

2. At the beginning of a topic are you asked about what you already know about the topic?

Yes

28

Sometimes

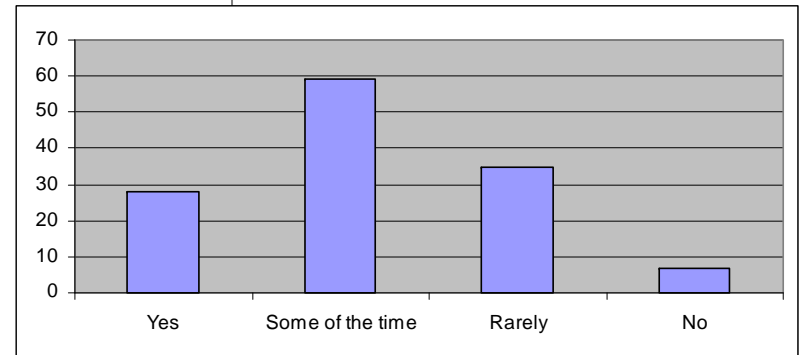
59

Rarely

35

No

7



CURRICULUM

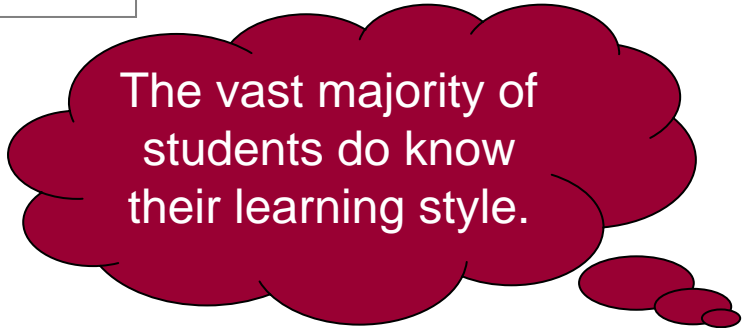
THE FINDINGS FROM THE QUESTIONNAIRE

Curriculum

3. Do you know your learning style?

Yes

No



The vast majority of students do know their learning style.

CURRICULUM

I like looking at pictures and seeing things. To learn what kind of learner am I?

In PSHRE we always have brilliant debates where we end up arguing about different things. It's fun!

I wish we did more individual projects. Sometimes it's boring to always have tests at the end of every lesson.

I love working on computers. We've got moveable laptops in languages and they are brilliant.

WHAT ONE THING WOULD HELP YOU LEARN BETTER AT SCHOOL?

- Bigger classrooms
- Teachers explaining the topic more and talking more to the students
- Teachers dealing more strictly with bad behaviour
- More interesting ways of working
- More clubs
- Different ethnic food
- More wildlife at school

AND
FINALLY...

(Video clips of students speaking for themselves in response to the team's questions)