

Pupil voice tool

The *Pupil voice tool* is designed to facilitate an in-depth conversation with the learner, with a focus on their learning experience in school. It has been developed to find out from the learner:

- ❖ areas of the curriculum they enjoy/have strengths in, and those they find difficult
- ❖ aspects of organisation they are good at/need support with
- ❖ aspects of literacy they are good at/need support with
- ❖ strategies they find/would find helpful

The *Pupil voice tool* consists of:

- ❖ instructions for use
- ❖ pupil voice tool cards (colour coded to link with the record sheet)
- ❖ the pupil voice tool record sheet
- ❖ pupil voice tool boards (A and B)

The assessor supports the learner to sort each set of cards on to the most relevant descriptor on pupil voice tool board A (1 = easiest, 4 = hardest) or B (1 = most helpful, 4 = least helpful). The *Pupil voice tool* can be carried out over more than one session.

For digital versions of the *Pupil voice tool* materials, go to the CEC Inclusion Hub.

Pupil voice tool (Primary)

Instructions for use

This tool is designed to facilitate an in-depth conversation with the learner about their experience in school. It has been developed to find out from the learner:

- ❖ areas of the curriculum they enjoy/have strengths in, and those they find difficult
- ❖ aspects of organisation they are good at/need support with
- ❖ aspects of literacy they are good at/need support with
- ❖ strategies they find helpful or would find helpful

Resources

- ❖ pupil voice tool cards to be cut up (colour coded to link with the record sheet)
- ❖ pupil voice tool record sheet
- ❖ pupil voice tool boards (A and B)

The curricular areas cards have been colour-coded yellow, the organisation for learning cards purple, the literacy cards peach and the strategy cards green.

Instructions for use

Curricular areas/organisation for learning/literacy cards

- ❖ Support the pupil to sort each set of cards using board A (1 = easiest/I am good at this, 4 = hardest).
- ❖ Record answers (1 to 4) on the record sheet. Record 'G' for 'good' when the pupil says he/she has a particular strength in an area.
- ❖ An 'Outside school' card has been provided to enable discussion about interests and activities/strengths/strategies used outside school.
- ❖ Space has been provided for additional comments.

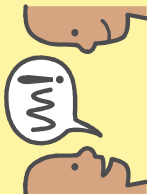
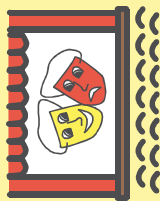
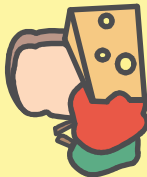
Strategy cards

- ❖ Through discussion, support the pupil to sort relevant strategy cards using board B (1 = most helpful, 4 = least helpful).
- ❖ Record the answers (1 to 4) on the record sheet. Record 'T' for 'try' for those strategies that the pupil has not tried but thinks might be helpful.
- ❖ Ask the pupil if there is anything else they have found helpful or might find helpful.
- ❖ Record the answers on the record sheet.
- ❖ Space has been provided for additional comments.

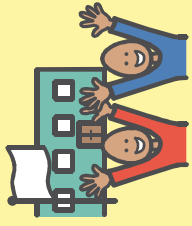
The *Pupil voice tool* can be carried out over more than one session if required. This is a useful tool to use before Child Planning Meetings, making reference to the Wellbeing Indicators. Revisit as required.

Pupil voice tool cards (Primary)

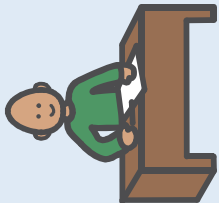
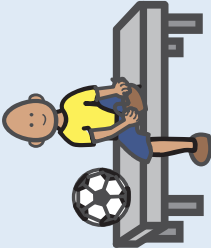
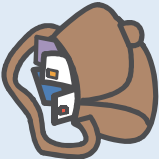
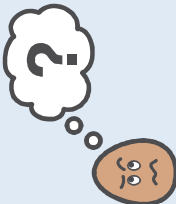
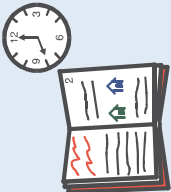
Curricular areas

<p>Reading</p> 	<p>Writing</p> 	<p>Listening and Talking</p> 	<p>ICT/ Technology</p> 	<p>RME</p> 
<p>Drama</p> 	<p>Science</p> 	<p>Modern Languages</p> 	<p>Art</p> 	<p>Food Technology</p> 

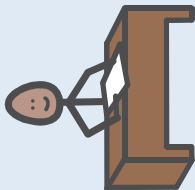
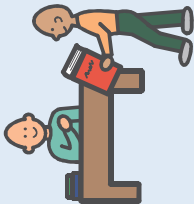
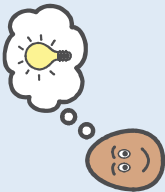
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Social Studies (topic work)	
Maths and Numeracy	
PE	
Music	
Outside school	

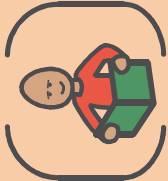
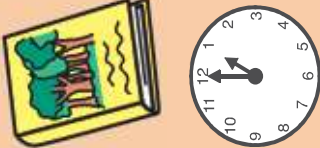
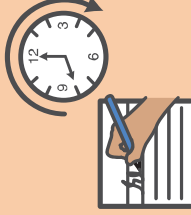
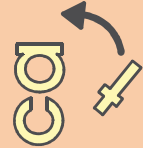
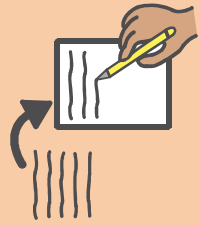
Organisation for learning

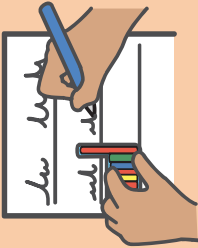
<p>Taking books/ forms out of my bag</p> 	<p>Collecting things I need for learning, eg pencil</p> 	<p>Keeping my tray/ desk tidy</p> 	<p>Looking after my belongings, eg not losing my coat</p> 	<p>Getting ready for PE</p> 
<p>Listening and concentrating</p> 	<p>Getting my bag ready for home</p> 	<p>Remembering information</p> 	<p>Remembering instructions</p> 	<p>Starting task promptly</p> 

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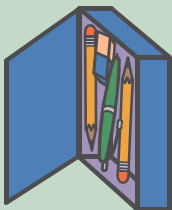
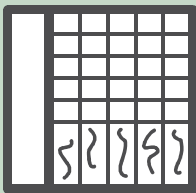
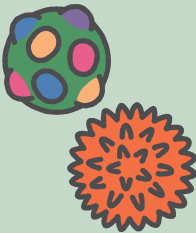
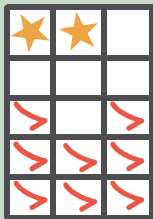
Staying focused on task	
Finishing work	
Remembering what to do next	
Bringing reading books/ homework	

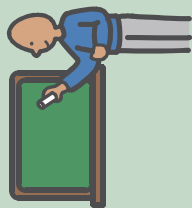
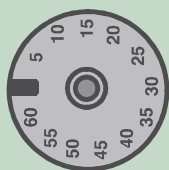
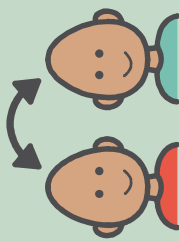
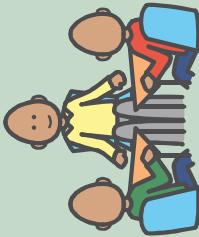
Literacy

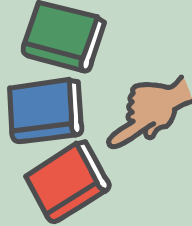
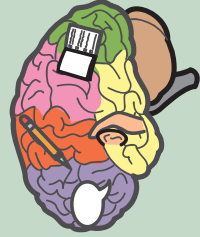
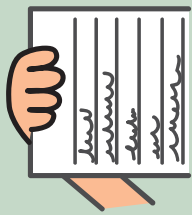
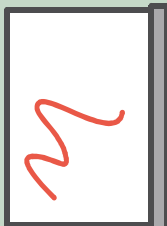
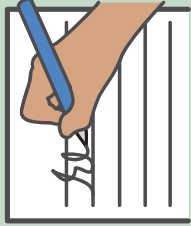
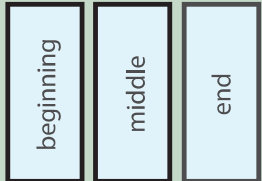
<p>Understanding spoken/written instructions</p> 	<p>Understanding what I read</p> 	<p>Answering questions about what I have read</p> 	<p>Reading quickly enough</p> 	<p>Reading out loud</p> 
<p>Handwriting</p> 	<p>Writing short answers</p> 	<p>Writing quickly</p> 	<p>Spelling</p> 	<p>Copying</p> 

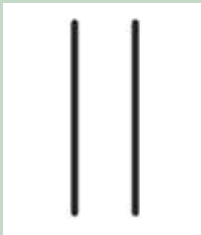
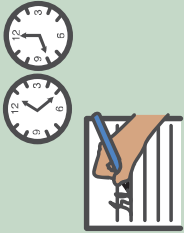
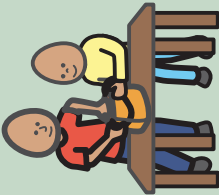
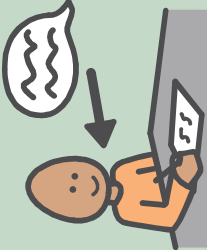
Coming up with my own ideas		Planning/ organising my writing		Setting out writing/ spacing my words		Punctuation and grammar		Answering questions in class	
Talking with a partner or in a small group									

Strategies

<p>Help with organising learning materials</p> 	<p>Visual checklist</p> 	<p>Fidget toy</p> 	<p>Recorded or visual reminders/gestures</p> 	<p>Repeating instructions</p> 
<p>Points/rewards</p> 	<p>Seating position away from friends</p> 	<p>Questions explained before reading</p> 	<p>Choice whether to read aloud/ rehearsal time before reading aloud</p> 	<p>Help with planning writing</p> 

Teacher models how to answer a sentence		Teacher regularly checks I am fine		Use of a timer		Desk basket		Use of ICT	
Recording my work in different ways		Supportive talking partner		Lollypop stick		Seating position near front		Support from adult or peer	

Thinking time		Extra time for reading tasks		Teacher gives choice of answer		Mind mapping		Personal word banks or vocabulary list	
Raised line writing paper/whiteboard		Proof reading buddy		Cursive handwriting		Sound chart/sound ruler		Writing frames	

Word spacer		Own copy of notes from the board	
Marks to show where to write		Have-a-go spelling book	
Extra time for writing tasks			
Bag buddy		Scribing	

Pupil voice tool record sheet (Primary)

Name:

Class:

Date:

Curricular areas (Board A)

1 = easiest, 4 = hardest

Art		Maths and Numeracy		RME	
Drama		Modern Languages		Science	
Food Technology		Music		Social Studies (topic work)	
ICT/Technology		PE		Writing	
Listening and Talking		Reading		Outside school	

Notes: G = has a strength in this area

Organisation for learning (Board A)

1 = easiest, 4 = hardest

Bringing reading books/homework		Looking after my belongings	
Collecting things I need for learning, eg pencil		Remembering information	
Finishing work		Remembering instructions	
Getting my bag ready for home		Remembering what to do next	
Getting ready for PE		Starting task promptly	
Keeping my tray/desk tidy		Staying focused on task	
Listening and concentrating		Taking books/forms out of my bag	

Notes: G = has a strength in this area

Literacy (Board A)

1 = easiest, 4 = hardest

Answering questions about what I have read		Reading quickly enough	
Answering questions in class		Setting out my writing/spacing my words	
Coming up with my own ideas		Spelling	
Copying		Talking with a partner or in a small group	
Handwriting		Understanding spoken/written instructions	
Planning/organising my writing		Understanding what I read	
Punctuation and grammar		Writing quickly	

Reading out loud		Writing short answers	
Notes: G = has a strength in this area			

Strategies (Board B)			
1 = most helpful, 4 = least helpful			
Bag buddy		Recording my work in different ways	
Choice whether to read aloud/ rehearsal time before reading aloud		Recorded or visual reminders/ gestures	
Cursive handwriting		Repeating instructions	
Desk basket		Scribing	
Extra time for reading tasks		Seating position away from friends	
Extra time for writing tasks		Seating position near front	
Fidget toy		Sound chart/sound ruler	
Have-a-go spelling book		Support from an adult or peer	
Help with organising learning materials		Supportive talking partner	
Help with planning writing		Teacher gives choice of answer	
Lollypop sticks		Teacher models how to answer in a sentence	
Marks to show where to write		Teacher regularly checks I am fine	
Mind mapping		Thinking time	
Own copy of notes from the board		Use of a timer	
Personal word banks or vocabulary list		Use of ICT	
Points/rewards		Visual checklist	
Proof reading buddy		Word spacer	
Questions explained before reading		Writing frames	
Raised line writing paper/whiteboard			
Notes: T = would like to try this strategy			

Completed with:

Pupil voice tool boards (Primary)

Board A

Curricular areas/organisation for learning/literacy

Easiest 1	2	3	Hardest 4
Never hard/ I am good at this	Sometimes hard	Often hard	Always hard

Board B
Strategies

Most helpful 1	2	3	Least helpful 4
Always helps/ think might be helpful	Often helps	Sometimes helps	Never helps