

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 (Secondary)

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:

- ❖ subject areas they enjoy/have strengths in, and those they find difficult
- ❖ aspects of organisation/management for learning 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 subject areas cards have been colour-coded yellow, the organisation for learning cards blue, the literacy cards peach and the strategy cards green.

Instructions for use

Subject 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.

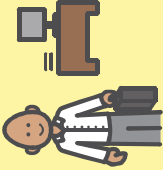
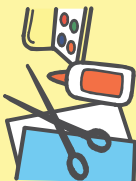
Strategy cards

- ❖ 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.

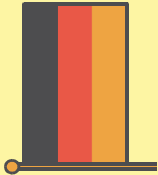
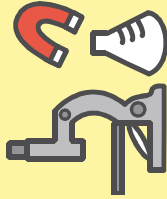
The *Pupil voice tool* can be carried out over more than one session if required. This is a useful tool to use before Young Person's Planning Meetings, making reference to the Wellbeing Indicators. Revisit as required.

Pupil voice tool cards (Secondary)

Subject areas

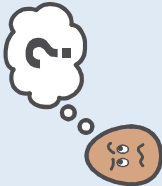
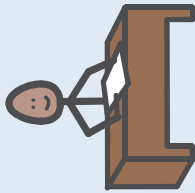
Art and Design		Biology		Business Management		Chemistry		Computing	
Craft and Design		Drama		English		French		Geography	

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German		HE		History		Maths	$\left(\begin{array}{r} 2\frac{3}{5} \\ + 3\frac{1}{2} \\ \hline \end{array} \right)$	Modern Studies	
Music		PE		RMPS		Physics		Science	

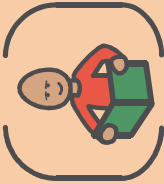
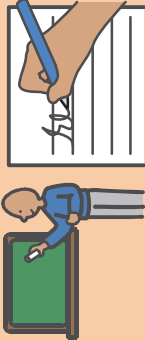
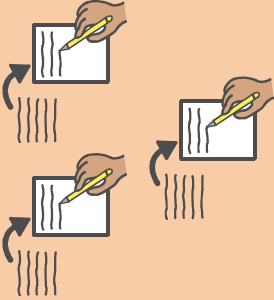
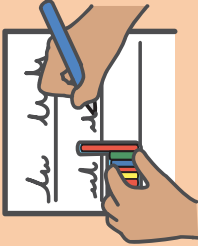
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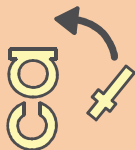
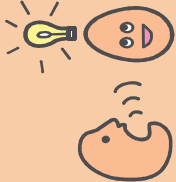
Organisation for learning

Bringing books and jotter		Bringing in appropriate equipment		Carrying out calculation		Completing homework on time		Keeping worksheets tidy		Listening and concentration		Noting down homework		Remembering information		Remembering instructions		Staying focused on task	
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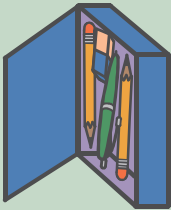
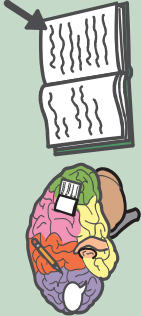
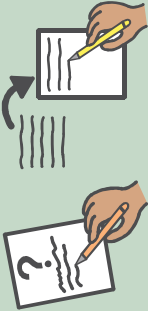
Working
out what
calculations to
do

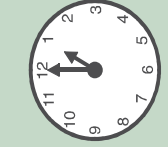
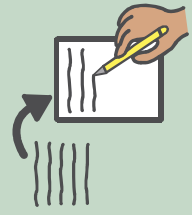
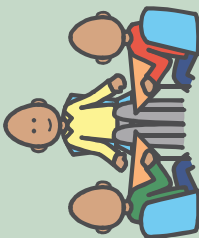
$$\left(\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array} \right) \begin{array}{r} 3 \\ - \frac{1}{2} \\ \hline 2 \end{array}$$

Answering questions in class 	Answering questions about reading 	Copying from board/book 	Handwriting 	Organising longer pieces of writing 
Planning longer peices of writing 	Punctuation and grammar 	Reading quickly enough 	Redrafting and editing work 	Setting out written work 

<p>Spelling</p> 	<p>Understanding reading tasks</p> 	<p>Understanding spoken instructions</p> 	<p>Understanding written instructions</p> 	<p>Writing paragraphs</p> 	
<p>Writing short answers</p> 					

Strategies

<p>Extra reminders about homework</p> 	<p>Help with organising learning materials</p> 	<p>Help with planning writing</p> 	<p>Help with punctuation and grammar</p> 	<p>Help with remembering information</p> 
<p>Help with reading</p> 	<p>Help with redrafting</p> 	<p>Help with spelling</p> 	<p>More time to answer questions in class</p> 	<p>More time to get homework done</p> 

<p>More time for reading tasks</p> 	<p>More time to read instructions</p> 	<p>More time for writing tasks</p> 	<p>Own copies of worksheets to write on</p> 	<p>Printout of notes</p> 
<p>Repeated spoken instructions</p> 	<p>Seat near front of class</p> 	<p>Seat away from friends</p> 	<p>Use of ICT</p> 	

Pupil voice tool record sheet (Secondary)

Name:

Class:

Date:

Subject areas (Board A)

1 = easiest, 4 = hardest

Art and Design		English		Modern Studies	
Biology		French		Music	
Business Management		Geography		PE	
Chemistry		German		Physics	
Computing		HE		RMPS	
Craft and Design		History		Science	
Drama		Maths		Outside school	

Notes: G = has a strength in this area

Organisation for learning (Board A)

1 = easiest, 4 = hardest

Bringing books and jotters		Noting down homework	
Bringing appropriate equipment		Remembering information	
Carrying out calculations		Remembering instructions	
Completing homework on time		Staying focused on task	
Keeping worksheets tidy		Working out what calculations to do	
Listening and concentration			

Notes: G = has a strength in this area

Literacy (Board A)

1 = easiest, 4 = hardest

Answering questions in class		Redrafting and editing work	
Answering questions about reading		Setting out written work	
Copying from board/book		Spelling	
Handwriting		Understanding reading tasks	
Organising longer pieces of writing		Understanding spoken instructions	
Planning longer pieces of writing		Understanding written instructions	
Punctuation and grammar		Writing paragraphs	
Reading quickly enough		Writing short answers	

Notes: G = has a strength in this area

Strategies (Board B)

1 = most helpful, 4 = least helpful

Extra reminders about homework		More time for reading tasks	
Help with organising learning materials		More time to read instructions	
Help with planning learning		More time for writing tasks	
Help with punctuation and grammar		Own copies of worksheets to write on	
Help with reading		Printout of notes	
Help with redrafting		Repeated spoken instructions	
Help with remembering information		Seat near front of class	
Help with spelling		Seat away from friends	
More time to answer questions in class		Use of ICT	
More time to get homework done			

Notes: T = would like to try this strategy

Completed with:

Pupil voice tool boards (Secondary)

Board A

Subject areas/organisation and management 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