

BURLAIS PRIMARY SCHOOL YSGOL GYNRADD BWRLAIS

‘Working Together, Learning Forever’

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. This policy is linked to the Articles 12, 28 -31.

Introduction

At Burlais Primary School we aim to provide a happy, caring and supportive environment where all children feel secure and know that they are valued. We aim to give them the opportunity to develop their personalities, skills and abilities to succeed and reach the highest level of personal achievement.

In order to develop mature and confident citizens, fully equipped for the demands of the 21st century work force and further educational institutions, all children are entitled to contribute actively in shaping the educational experience they and their fellow peers receive. Listening to Learners should be at the heart of education, if we are to effectively create the climate necessary for children to thrive.

Aims

Our policy aims to:

- Encourage active engagement of children in learning in Burlais Primary School
- Nurture the skills required to develop responsibility, independence, teamwork, maturity in relationships with peers and staff
- Embed a culture where the child has high expectations of both his/her own and peer's academic achievement as well as his/her attitudes to learning and behaviour
- Promote active citizenship by establishing a functioning, democratic school council body, ECO Council/RRSA Steering Group with a real influence in school
- To contribute to whole school improvement and development
- To develop staff/pupil dialogue, especially around teaching and learning

The Children's Act of 2004 and the document "Every child matters" (DSCF 2005) emphasise the importance of listening to learners and involving them with the service they access.

“Children and young people will have far more say about issues that affect them as individuals and collectively”

Listening to learners is a crucial means by which children can articulate their needs and become involved in the business of schooling. It enables children to feel more valued and to engage in dialogue, where pupils and teachers can learn from each other. Conversations between pupils take place every day but it is important that these conversations have a deeper focus on learning so that they can make pupil learning more personal, therefore raise standards of teaching and learning. It is therefore vital that pupils have a role to play in the methods by which their education is delivered.

Role of the Teacher

In order to realise the vision for listening to learners, teachers need:-

- To use a wider range of Assessment for Learning techniques, in particular self and peer assessment, to encourage frequent debate concerning targets, progress and standards
- To embed Learning to learn strategies through lesson planning and delivery to increase pupil autonomy and metacognition
- To ask for pupil feedback regarding their progress in learning through formal (e.g. questionnaires/surveys) and informal (e.g. conversations) to encourage dialogue.

The Senior Management Team & Governors need to:

- Actively support the role of the School Council and other councils by arranging meetings and providing a budget to resource it's needs
- Offer every pupil the opportunity to be heard
- Devise clear structure and systems to promote Listening to Learners, aligning effectively with Assessment for Learning and Learning to Learn
- Use pupil feedback as a means of informing planning, teaching and learning strategies
- Ensure there are opportunities for listening to learners at Burlais Primary School

Book Scrutiny/Listening To Learners:-

As part of on going monitoring staff consult with children about their work and the following are examples of questions that could be asked:-

- What can you tell me about your work?

- Can you tell me what your individual targets are and what you have done to achieve them?
- Can you discuss how you self or peer assess?
- Do you understand how your work is marked?
- Do you feel that your work is too easy?
- How well do you think you are doing?
- What happens if you have problems with your work?
- Who do you talk to if you are having problems?

Conclusion

The United Kingdom is a signatory to the UN Convention on the Rights of the Child:-

- ***Article 12 states that 'The child who is capable of forming his or her own views has the right to express those views freely in all matters affecting the child'***
- ***Articles 28-31 state that a child has the right to education, leisure, recreation and cultural activities on the basis of equal opportunity and the right to practise their own religion and language***

The implications of supporting these articles ensures in our school that:-

- All pupils have a right to be heard
- All pupils should have an opportunity to have their views considered when decisions are taken that affect them
- The right of consultation should extend over a wide range of issues in school including the school curriculum and assessment arrangements
- Consultation should promote equality of opportunity and lead to an improved educational experience for all pupils

For the Children it means that they are:-

- Fully engaged in their learning, developing a fuller understanding of their progress through Assessment for Learning and Learning to learn
- They have the opportunity to contribute to School Council\other Councils discussions, improving verbal communication and discussion skills and developing their ability to negotiate, compromise and operate as an effective team member
- Take responsibility for their environment, academic progress and achievement and behaviour and attitudes towards learning

Policy Date: February 2014

Reviewed: April 2016

**OPPORTUNITIES FOR LISTENING TO LEARNERS AT BURLAIS
PRIMARY SCHOOL INCLUDE THE FOLLOWING:-**

- SCHOOL COUNCIL
- ECO COUNCIL
- RRSA STEERING GROUP
- CLASS CHARTERS
- PASS AUDIT
- LEARNING & TEACHING POLICY
- PEER MEDIATION
- SUGGESTION BOXES
- WORRY BOX
- CLASS QUESTIONNAIRES
- READING SURVEYS
- DISCUSSION WITH FOCUS GROUPS
- PUPIL INTERVIEWS WHEN MONITORING & UNDERTAKING SELF EVALUATION
- AFL STRATEGIES & FEEDBACK FROM MARKING
- LEARNING TO LEARN BOARDS
- IEP's TARGET SETTING IN ANNUAL REVIEWS
- P4C/CIRCLE TIME
- INDIVIDUAL TARGETS FOR IMPROVEMENT (INCERTS)
- HEALTH CARE PLANS
- PUPIL REPORTS & PARENTS EVENINGS
- BOOK SCRUTINY SESSIONS
- GENERAL DISCUSSION IN CLASS

