

Feedback from pupil interviews JUNE/JULY 2021. Conducted by HT and DHT. Shared with staff.

		UKS2	LKS2
1	I enjoy school	Yes, the majority of people are really nice. Different curriculum all the time. Switched up lessons! T are helpful. Look forward to seeing my friends and T	My favourite lessons My friends, I enjoy hearing what they have been up to Most of the time, but sometimes I get a bit nervous
2	Teachers help me to do my best	Yes, most lessons. Some children thought it was all lessons.	Yes
3	My T give me work that challenges me and makes me think hard	Yes, T giving you the other point of view so that you can think about how you feel. Challenge T give us knowledge – talked about discussions in detail. Mixing up of groups challenges us to work with other people and learn how to get along with others. They talked a lot about math's challenges and stuff that made them think.	Mostly Greater depth sheets make me think hard. They have GD on the sheet Challenge sheets make me think harder New topics make me think hard. I like work that makes me think but I sometimes need help
4	I enjoy learning at this school	Children were able to give us lots of examples of things that were fun and exciting. Repeating stuff sometimes is boring! They don't all like comprehensions, could there be another way of doing it. Seemed to be that those that were good at it, like it but those that needed support found it unproductive. Loads of spelling tests!	Yes
5	T listen to what I have to say in lessons	Mostly agree. It was noted that sometimes getting round to everyone was time consuming so you didn't always have a chance to say what you thought. They didn't always like listening to each other for that long.	Mostly. All children felt that they were listened to but all were aware that putting their hand up meant that they might not get picked because of the time constraints.
6	There is an adult at school I can talk to if something is worrying me	T and Mrs Sayal	T and Mrs Sayal Some children talked about any adult that they knew
7	The behaviour of other pupils in my lessons is good	Yes, they agreed that it was. However, they were also able to talk quite eloquently about the children who do not behave and gave a list of the things that they do e.g answering back, not following the rules. Talked about children who are chatting in class and not getting on with their work and this disrupts them. One pupil said that some children were really rude to T.	Yes, they agreed that most of the time children behaved well. However, they all agreed that at times there are children who do chat and distract them. One child identified 3 boys who muck around. They felt that T got cross when it was needed and they knew it wasn't aimed at them
8	The behaviour of other pupils around school is good	They felt that the behaviour was still good in the playground but there was some discussion about what to do when friends or peers	Yes, again they felt that behaviour was good.

		<p>were not doing the right thing. They understood integrity but struggled with being left on their own if they went against their friends.</p> <p>There was a discussion about snitching and what this meant. They didn't want to be snitches so do not always do the right thing.</p> <p>During the discussion they described peer pressure and said that T would deal with behaviour. They talked about whole class discussions and said these were good but these whole class lectures were the result of another child 'telling'.</p>	<p>They did talk about some incidents in the playground that they did not like, children playing rough etc and they did talk about the irritation of other children not looking and running into them.</p> <p>We asked them if they liked having more space in the playground and they said they did. They were aware that it wasn't as crowded.</p> <p>We asked them about the Hand values. One child looked at the front of their book to help them</p>
9	Is bullying a problem at your school?	They did not directly answer this question but their answers later were quite illuminating. The children talked about bullying being a one off incidence / friends being mean to them, laughing at them etc. This is different to how adults perceive bullying.	I wouldn't say bullying but there are other people who are annoying. T sort out any problems that we have
10	Do you feel safe at school?	Yes, they said that they felt very safe at school. Liked the locked gates etc and said that they felt that T looked after them. They understood why their T talked about staying safe, internet safety etc but said that the knowledge of what could, might or has happened to other children worrying and this can make them feel insecure at times (reality of life)	<p>I know what to do and that makes me feel safe</p> <p>I know I can go to my T</p> <p>I can trust my T. I know they take care of me.</p>
11	My school encourages me to look after my physical health	They felt that they were always encouraged to keep fit and enjoyed R4L / sports days and clubs etc. They know that it is important to keep themselves healthy	<p>Yes</p> <p>One child had opinions that were influenced by parents</p>
12	My school encourages me to look after my emotional and mental health	They found this question really difficult to answer. They didn't seem to be concerned about this	They found this question really difficult to answer. They didn't seem to be concerned about this
13	I take part in school activities outside lessons	Most of the children said that yes they did but obviously this has changed a lot in the last year.	This was quite mixed. Some talked about choices between different sports. Some had done music provision in the past. Some talked about doing lots of things at home.
14	My school encourages me to be independent and to take on responsibilities	Yes, and they liked taking on roles and responsibilities in the class. They were not negative at all in this respect.	<p>By giving us confidence</p> <p>Jobs – I don't have a job, do you want a job, I don't know.</p> <p>I would like the jobs spread around more evenly and swapped</p> <p>We don't have many jobs but my T chooses different people to help out</p>
15	My school encourages me to respect people from other backgrounds and to treat everyone equally	<p>They were able to talk in detail about lessons that they had and used lots of language that demonstrated this. From their descriptions, it sounded like they were describing 1decision lessons. They obviously enjoyed the discussions and seemed to have gained quite a fair amount from them.</p> <p>They knew a lot about what they shouldn't do but were not very good with what they should be doing.</p>	<p>If you do the wrong thing they help you to think</p> <p>T teach us not to be mean</p> <p>We talk about things in a big group so we know what the right thing to do is.</p> <p>Assemblies talk about values / help us to strive to do a TC job</p> <p>We have been taught to treat others as we want to be treated.</p> <p>They were all positive about 1decision</p>

		<p>When we mentioned the hand values they were able to talk about these in detail, one child describing them as a good feeling and should not just be a word.</p> <p>Other children described the building up of their understanding of these words (EYFS – they said that they did not get the words). Another child talked about the vocab and said that now they understood the words they helped them describe what they wanted to be in life.</p>	
16	My school helps me to improve and make progress in my learning	<p>Generally, they talked about T helping them but were unable to talk about strategies.</p> <p>When looking at their books they said that they liked the LO as these helped them to know what they needed to include in their work. These children used them as a checking tool and described success criteria.</p> <p>They also described them being very helpful when they split the learning up so they knew what to do next. They liked being encouraged to do the challenges of Gold etc</p> <p>They didn't always understand them though so they need to be clear. Do you want to keep them? A unanimous yes.</p>	<p>When I don't understand they help me</p> <p>Sometimes I think – this is really easy</p> <p>They liked the LO as this helped them to go for Gold</p> <p>Helps me to think harder and they help me</p> <p>If the T is busy with others, I can look at my stickers to know what to do</p> <p>They help me improve my work – I look at the challenges</p> <p>One child was very ambivalent about them.</p>
17	I would recommend this school to a friend moving to the area	Yes	Yes
18	Do you feel it is ok to make mistakes in class/school?	<p>Yes, mostly but not always.</p> <p>Mentioned again other children laughing at them.</p>	Yes, you learn from your mistakes
19	How does your T help you to understand your learning?	<p>Clear learning objectives</p> <p>Clear explanations</p> <p>Breaking it down into little bits.</p> <p>Pre-learning activities. The children described this as starting with the easy stuff so you could remember and then go on to the harder stuff after they have been reminded.</p> <p>Practical, visual learning. One child described doing decimals in the hall and said it helped because they could see it.</p> <p>Explaining vocabulary and giving us a list of words we need to know.</p> <p>Key words and things they need to understand.</p> <p>A few things so you don't have to remember so much.</p> <p>It was very much a consensus that they valued the recapping part of the lesson.</p> <p>When asked they were also able to talk about children who did not know what they were doing because they don't listen.</p>	
21	How can school improve?	They questioned some Covid decisions like 'cancelling Sports Day'. When we explained that were some decisions that were out of our hands at the moment, they were very understanding.	<p>More school trips</p> <p>More non-uniform days</p> <p>Playground games</p>

		T not shouting at you. They were keen to stress that this was not all T. A child described a time that they were shouted at when they felt that they were not doing anything wrong but others had been misbehaving. The others agreed that T should find out what was happening before they got cross but it was also agreed that it was okay to shout at children who were misbehaving.	Productions Nature groups More outdoor learning Rewards for hard work – extra playtimes
22	One wish and one negative for school	They found the wish very difficult to talk about. One child talked about the wish for more sport (when unpicked this was definitely a result of Covid). Others talked about things they liked e.g. opportunities, seeing their friends, seeing their T and T making lessons fun. One negative – all centred around their friends not being nice to them	One child talked about Hot and Cold writes. They liked doing the Cold write but got nervous and worried about a Hot write because they couldn't always do it.
23	Do you like sheets or writing in your books?	Sometimes sheets don't help us to learn. We don't like copying things into our books (in maths) unless they understood the purpose e.g. in column addition. Comprehensions would be more interested if we discussed and talked about the answers. They were very clear that unless sheets were stuck in straight away they got confused in the flow of the work, there was no way they could look back and they didn't like getting into trouble because they didn't know where certain sheets should go. When asked if they would prefer just writing straight into the book their first response was yes and then they changed it to, it depends what it is. They get very confused by where to put sheets that are designed to help or inspire them as they do not see this as their work so they were unsure whether it belonged in the book.	Sometimes they help us especially in maths They talked about copying and disliking this. They said that sheets stopped them from thinking too much about presentation. They were proud of their books They liked the Learning Handbook but for one child who commented about having to leave space to finish off English work. They or their T stick work in their books every day.

		KS1	
1	I enjoy school	Yes, because I know the T are here to support me We learn lots of things and the T keeps us safe All of the children are TC The T encourage us to keep going	
2	Teachers help me to do my best	They help you learn when you stuck on a really hard question. We go back to the question	

3	My T give me work that challenges me and makes me think hard	Hard maths problems You make mistakes and you learn from them Sometimes you get challenges	
4	I enjoy learning at this school	Yes	
5	T listen to what I have to say in lessons	Yes, they write it down if it's really good	
6	There is an adult at school I can talk to if something is worrying me	T. We know that they will sort it out	
7	The behaviour of other pupils in my lessons is good	Most of the time. Some children talk over the T so we can't hear her	
8	The behaviour of other pupils around school is good	Most of the time. T make them apologise when they have done something wrong	
9	Is bullying a problem at your school?	Is it being really unkind? It is different from the other stuff Telling people what to do / throwing stuff around Yes sometimes it does happen, people call others names Also described as sometimes getting hurt	
10	Do you feel safe at school?	They feel safe. The T are always there for me – lots of T and security The T keep us safe No one ever gets hurt The T know what to do	
11	My school encourages me to look after my physical health	Talked a lot about dinner staff giving them the right dinners etc and the right amount. Cross country makes us fit	
12	My school encourages me to look after my emotional and mental health	They found this question really difficult to answer	
13	I take part in school activities outside lessons	They haven't had much experience of clubs but mentioned a few that they would like to do e.g. chess, art etc	
14	My school encourages me to be independent and to take on responsibilities	Yes, everyone needs a job so that it is fair Mix them up so you get to do different jobs Not sure they really understood Independent	
15	My school encourages me to respect people from other backgrounds and to treat everyone equally	We need to Take Care of each other Respect the rules of our law Lots of integrity comments – do the right thing T sets a good example by showing us what to do Assemblies, the British Values – it helps you to learn the BV	

16	My school helps me to improve and make progress in my learning	They repeat the question and explain it differently Challenge you They give you a clue	
17	I would recommend this school to a friend moving to the area	It is a really Take Care school Lessons are good Friends and doing new stuff I don't always know why I get a House Point	
18	Do you feel it is ok to make mistakes in class/school?	Yes	
19	How does your T help you to understand your learning?	Yes	
21	How can school improve?	For all the children to be Take Care and not play rough	
22	One wish and one negative for school	Non-uniform days	
23	Do you like sheets or writing in your books?	We like both. They knew about the LO but were unclear how to use them to help them. One child said that they read them, others were mixed. T don't always read them to us	

As a result of speaking with the children:

Recommendations for books:

- English, Maths, Learning Handbook, Spelling journal, Sketch book, Handwriting book as appropriate. No other books or folders.
- Work to be stuck in daily so there is no backlog of work or a pile of work to be filed
- Presentation guidelines to be produced and rules on the pen license etc. When do children move onto pen and when are they used?
- LO labels for English and Maths to have Bronze, Silver and Gold. Bronze being equal to everyone and silver and gold being challenges.
- LO for 'topic' work to be labelled correctly – would it make sense that this is a question to help with feedback
- Marking and feedback – need to revisit as this is not consistent. Whole class feedback
- Use of sheets may be inhibiting the learning quite dramatically in some places / some children

Next interviews:

- Specify gender, ability, attitude etc
- How can we include children with significant need and ensure their voice is heard?
- Do pupil interviews termly with a focus each term. This would enable us to monitor more regularly
- Layer the questions so that they can be asked to a range of children and need an atmosphere of trust about them

Development opportunities	Ideas for development
T do not have enough time to listen to all children when they put their hand up.	Red, green and amber cups for feedback? Working partners?
Learning strategies	<ul style="list-style-type: none"> • Children to understand how to learn independently • Metacognition work to be done with staff • Link to hand values – could this be on the planning sheet? • Children to be able to explain how they learn to other people
Learning sequences, sticky knowledge	English sequencing and progression across the school Maths training review Lesson format
Comprehensions and Reading	Reciprocal Reading review
Positive Behaviour	<ul style="list-style-type: none"> • Positive behaviour management and what it is • Whole school responsibility for positive behaviour, role-modelling etc • Response to playground behaviour, play buddies • Low level distracting behaviour in the classroom, chatting etc • Rights Respecting School
Understanding of bullying and what it is	Anti-bullying week
Hand Values	How can we link this back to 1decision / FBV? Dare to be different Quality assure our school for equality throughout the school including non-teaching staff, sports coaches, middays etc
Year 5 and 6 children	Peer pressure and not having friends is a worry and concern for some of our children in the older part of school. How can we develop our response to this?