Listening

to the

Voice of the Learner

Activities to enable pupils in Church Schools
to contribute to school self-evaluation as part of the
SIAS and OFSTED process

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Acknowledgements

In compiling this resource, activities have been drawn from a wide range of sources both oral and printed and adapted as appropriate.

Particular thanks must go to **Save the Children** whose work on children's participation places them in the forefront of the development of this area of work and whose books were drawn on for several of the ideas for evaluation activities included here.

Thanks also to **The Children's Fund** both Nationally and Locally whose evaluation projects have added considerably to the body of resources available in the field of children's participation and informed a number of the activities included here.

Further Reading from Save the Children

Available by mail order from: www.savethechildren.org.uk

Children as partners in planning
A practical training manual aimed at childcare workers consulting with children on local childcare plans.
ISBN 1 84187 031 5 Price: £15.00

Children's rights: voice
An illustrated book looking at the right of all children to have a say in how they live their lives.

ISBN 0 237 52554 2 Price: £10.99

Participation: spice it up
Easy to use activity pack essential for anyone who works with children or young people.

ISBN 1 84187 062 5 Price: £18.95

Never too young
An information pack for early years workers on participation amongst young children.

ISBN 1 84187 075 7 Price: £10.00

The school council: a children's guide
A colourful step-by-step guide for children on developing and maintaining a school council.

ISBN 9781841870144 Price: £5.00

The good council guide
Practical guidance on setting up or improving a school council so that students are involved.

ISBN 1 84187 093 5 Price: £12.95

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LISTENING TO THE VOICE OF THE LEARNER

ACTIVITIES FOR SCHOOLS TO ENABLE PUPILS TO CONTRIBUTE EFFECTIVELY TO SCHOOL SELF EVALUATION

How to use this book:

The National Society SIAS Toolkit which is used to inform the S48 Inspection process, requires schools to place considerable emphasis on the views of pupils. Schools are also required to evaluate how various aspects of school life impact upon their pupils. 'LISTENING TO THE VOICE OF THE LEARNER' has been developed to assist schools in the task of enabling pupils to contribute effectively to this self evaluation process and to allow the voice of the learner to be heard.

The Toolkit focuses on 4 key questions and each of these key questions is sub-divided into a number of supplementary questions. 'LISTENING TO THE VOICE OF THE LEARNER' includes a range of activities for class groups, each of which will generate 'evidence' in terms of pupil views or opinions which can be included by the school within its responses to these self evaluation questions. Also included are links to the updated (June 07) OfSTED S5 SEF to enable schools to cross-reference.

Some activities are designed to elicit views, some to help pupils express an opinion, whilst others will encourage pupils to respond in a way which will enable staff to judge the impact which an aspect of school life is having. Some are clearly more appropriate for younger children whilst others are more suited to an older age group. Most can be conducted in the classroom; others may require more space. Most activities should not take longer than half an hour and would fit into Circle time/PSHE sessions.

It is suggested that each class makes its own 'Big Book', or other means of recording and storing evaluation responses: the bigger the better (an A1 size would be fine, or alternatively an A3 art folder with plastic pockets would work but consideration might have to be given to recording larger pieces of 'evidence'). This book would then stay with the class throughout the school providing an effective record of pupils' thoughts and feelings over the years.

It is suggested that each class undertakes one evaluation activity twice a year and that the results are recorded in their class book. It is important to establish a regular look at the document.

Try to ensure that each time an evaluation is undertaken a range of the supplementary questions are covered across the school.

Some activities are clearly more suited to younger children and some to older children. A rolling programme of evaluation could be drawn up for implementation across the school so that each year group is allocated a particular evaluation topic for each occasion. This should ensure that each pupil has the opportunity of contributing to evaluation across the full range of supplementary questions, using as varied a range of age-appropriate methods as possible, during their time at school. It should however be remembered that this is not meant to be evaluation for evaluation's sake and there may be particular reasons and occasions for engaging the whole school body in evaluation of one area/aspect at the same time.

Similarly, class teachers must have the opportunity to select evaluation activities which are relevant to their children and which will work for their classes.

In deciding which activities to use it is important to start from the aspect of school life which is to be evaluated. It may be helpful to refer to the SIAS Toolkit here. The activity which is selected to generate evidence relating to how children feel about an issue will be different, for example, from the activity selected to find out what impact collective worship, for example, is having on pupils. Please note that the examples given with each of the activities are only suggestions and most activities can be adapted to suit a wide range of issues and evidence requirements. The response will depend entirely on the questions asked so it is well worth spending some time deciding exactly what the issue or aspect is upon which pupil views are required and tailoring questions and activities accordingly.

When activities are used with younger children it is often more realistic to narrow the focus and limit the number of issues to be considered. This might mean extending the 'research' time over several days, but for a much shorter time each day. If using activities that require reading/writing consider using older children to support younger ones.

The results of the activities will generate evidence which can be included in the school's response to the SIAS Toolkit which is used by most schools to inform S48 inspections. More importantly they can be used to inform the wider school self evaluation process and so feed directly into planning and school improvement.

If we expect children to contribute to the exercise then they need to see how their contribution can lead to change. All activities, once completed, can be followed up with an opportunity to discuss how any problems identified may be resolved and issues addressed. The children's suggestions can then be recorded in the class book and, if appropriate, raised through the school council, or other appropriate channel, for wider discussion.

If change occurs as a result of an evaluation activity then it is important that pupils are aware of this, are involved as much as possible and that it is recorded in their class book.
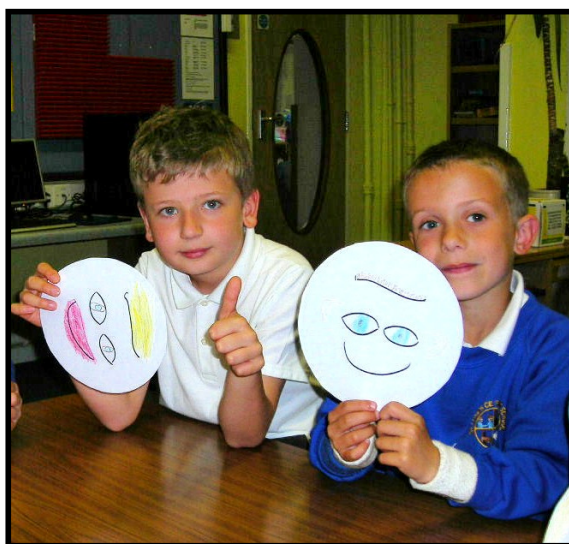
NB Though the activities and resources have been selected to stimulate and elicit responses from pupils, some could also be effectively used with other learners and stakeholders – parents, governors and staff – in appropriate workshop situations.

LINKING THE ACTIVITIES TO THE SIAS TOOLKIT

There are many aspects of the school self evaluation process in which you will wish to involve pupils. There are, however, some sections within the SIAS Toolkit where evidence is specifically requested relating to pupil views or to the impact of school life upon pupils. The relevant sections are included below with activities which might be used to generate evidence for each section. Please note that these are suggestions only and the lists of activities are by no means exhaustive. You will note that there are no specific sections listed relating to key question 4 in the SIAS Toolkit. It is anticipated that evidence for effective leadership and management will be derived from across the other key questions.

HOW WELL DOES THE SCHOOL, THROUGH ITS DISTINCTIVE CHRISTIAN CHARACTER, MEET THE NEEDS OF ALL ITS LEARNERS?

1. To what extent do all learners feel valued and special?			
	Suggested Activities		S5 SEF Links
c. How well does the school provide (including through extra-curricular activities) for different needs, abilities and interests? How do learners and their parents/carers speak of their needs being considered?	Portrait Gallery Circle Time Feelings Simple Questionnaire	Opinion Finders Simple Happy/Sad Voting Arty Mural Diamond Ranking	2a,b,c 4c,d,f 5b
d. To what extent do learners and parents/carers of all cultures and faiths find the school welcoming and secure? Do they feel that their contribution to the life of the school is valued?	Dotty Voting Agree/Disagree		1b 2a,b,c (2d possibly)

2. How well do the school's Christian values impact on learners and enable them to flourish as individuals?			
	Suggested Activities		S5 SEF Links
c. How well does the school promote health and well-being e.g. through teaching on relationships, safe practices, healthy eating etc? Do pupils speak responsibly about these areas and their importance?	Portrait Gallery Circle Time Feelings	Post-Its Ideas Storm Simple Happy/Sad Voting	4a,b 5b,c
d. To what extent do learners speak of happiness, opportunity to succeed and develop personal strengths and a sense of achievement at the school?	Alien Adventure Agree/Disagree	Ideas Carousel Cotton Bud Debate	4c,d,f 5a,b

3. How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners, whether they are Christian, of other faiths or of none?			
	Suggested Activities		S5 SEF Links
c. How well does the school enable learners to pray and reflect in collective worship and at other times? How well do learners speak of these opportunities?	Beans In Jars Happy/Sad Simple Questionnaire	Opinion Finders Evaluation Targets	1b
e. To what extent are learners able to explain notions of right and wrong and discuss reasons for and consequences of behaviour (individually or in contexts such as circle time) based upon Christian teaching?	Circle Time Agree/Disagree		4c,d,f

4. How are Christian values evident in the relationships between staff and learners, amongst learners and between staff?			
	Suggested Activities		S5 SEF Links
a. How do learners and staff speak of disagreement and conflict being dealt with e.g. fairly and compassionately based on Christian principles of forgiveness, reconciliation and a fresh start?	Circle Time Alien Adventure Feelings	Simple Happy/Sad Voting Ideas Carousel	4b,c,d,f
b. To what extent do learners work collaboratively and cooperatively and show sympathy and support for those in difficulty?	Simple Questionnaire Agree/Disagree	Evaluation Targets	4b,e,f
c. To what extent do learners feel that they are listened to and that their views are taken seriously? Do they understand the school's process for raising issues?			2b 4b 5c

5. How well is the school environment used to encourage spiritual development?		
	Suggested Activities	S5 SEF Links
a. To what extent does the school proclaim itself as a Christian community visually through displays and symbols in important areas such as the hall, entrance and external areas (e.g. quiet areas)? How well can learners and staff explain the significance and purpose of these?	Alien Adventure Simple Questionnaire Dotty Voting Post-Its Ideas Storm Arty Mural Ideas Carousel Cotton Bud Debate	1b,d 2b

WHAT IS THE IMPACT OF COLLECTIVE WORSHIP ON THE SCHOOL COMMUNITY?

1. How important is worship in the life of the school community and how is this demonstrated?

	Suggested Activities	S5 SEF Links
c. How well do the governors and leadership evaluate the quality and impact of worship? Is this evaluation acted upon? (Do learners feel that their views and evaluations are acted on?)	Happy/Sad Beans in Jar Simple Questionnaire Dotty Voting Newspaper headlines	6a

2.   How positive are the learners' attitudes to collective worship?

	Suggested Activities	S5 SEF Links
a. How well do learners respond to worship e.g. do they listen, willingly respond, join in singing, prayer and reflection, show reverence and enjoyment?	Portrait Gallery Circle Time Feelings	1b,d 4c
b. How well do learners contribute to worship (e.g. readings, drama, prayers, music)?	Simple Questionnaire Dotty Voting Beans In Jars	4d
c. How positively do learners speak of their experiences of worship – how do they view different forms, do they enjoy and value worship, do they see its importance to them personally and the life of the school?	Opinion Finders Simple Happy/Sad Voting Evaluation Targets Discussion Carousel Agree/Disagree	2b,(2d possibly)

3. To what extent do learners and staff of all faiths derive inspiration, spiritual growth and affirmation from worship?

	Suggested Activities	S5 SEF Links
a. How positively do learners and adults speak of the personal value of worship?	Portrait Gallery Circle Time	2b,4c
b. To what extent can learners describe how worship has raised fundamental issues about life and how it has helped them reflect on these?	Feelings Opinion Finders Post-Its Ideas Storm	4c,d,f (4e possibly)

	Suggested Activities	S5 SEF Links
c. To what extent can learners describe how worship has met their needs at critical times in their lives and in the life of the school?	Simple Happy/Sad Voting Cotton Bud Debate Diamond Ranking Evaluation Targets Agree/Disagree	5c
d. To what extent can learners from other faiths and no faith explain ways in which worship and other opportunities for prayer and reflection have helped them?		5c
e. To what extent do learners from other faith backgrounds feel that their own faith has been recognised, affirmed and respected?		1b, 4b 5c

4. How well does collective worship develop learners' understanding of the Anglican faith and practice?		
	Suggested Activities	S5 SEF Links
a. To what extent are learners introduced to a variety of prayers, songs and Christian affirmations, some of which reflect the distinctive Anglican tradition?	Circle Time Alien Adventure Simple Questionnaire Opinion Finders Post-Its Ideas Storm Ideas Carousel Cotton Bud Debate Diamond Ranking Evaluation Targets Agree/Disagree Newspaper Headlines Talking Stick	1b
b. How aware are learners that within the Anglican tradition there is a variety of styles and approaches?		
c. How familiar are learners with the Lord's Prayer and how well can they explain it?		
d. If there is a School Eucharist, to what extent is it age appropriate and how well can learners explain its significance?		1b
e. How effective is the involvement of worship leaders, including chaplains, in school worship?		4d 5c 6a
f. How well do learners understand that the Anglican tradition is part of the wider diocesan, national and worldwide community through specific events and links e.g. attendance at cathedral services for schools, links with an overseas diocese?		1b 4d
g. How well are major festivals in the Church year celebrated by the school in special acts of worship either in the church or school?		1b
h. To what extent is there coherence between worship in the school and worship in the parish? Does this impact positively on the learner?		4d

HOW EFFECTIVE IS RELIGIOUS EDUCATION?

1. How high are the standards in Religious Education?

	Suggested Activities	S5 SEF Links
c. How well are learners able to use religious vocabulary and to express and explain their own beliefs?	Alien Adventure Circle Time Arty Mural Discussion Carousel	3a

2. How effective are teaching and learning in RE?

	Suggested Activities		S5 SEF Links
d. Are pupils given time to reflect and discuss and are their ideas valued?	Alien Adventure Beans in a Jar Evaluation Targets	Mind Mapping Secret Post Box Talking Stick	2a,b
e. How well are resources used to promote learning?			5a,c
f. To what extent is homework (where appropriate) useful and appropriate to the subject?			5c

3. To what extent do learners and staff of all faiths and of none demonstrate a positive attitude towards the subject?

	Suggested Activities		S5 SEF Links
a. To what extent do learners speak of enjoying RE and its relevance to their lives?	Portrait Gallery Simple Questionnaire Post-its Ideas Storm Discussion Carousel	Cotton Bud Debate Evaluation Targets Happy/Sad Newspaper Headlines	4c 5b

4. How well does RE contribute to the spiritual and moral development of all learners?

	Suggested Activities	S5 SEF Links
a. To what extent are learners helped to develop spiritually through the opportunity to explore religious ideas and relate them to themselves within a Christian context?	Arty Mural Diamond Ranking Agree-Disagree Mind Mapping Discussion Carousel	4c,f
b. To what extent are learners encouraged to develop morally by considering religious codes of conduct and discussing moral issues within a Christian context?		4c,d,f

Linking the Activities with the Sections in the SEF

1. The main characteristics of your school		
SEF STATEMENT	**COMMENTARY**	**ACTIVITIES**
b. Summarise briefly your distinctive aims and describe any special features of your school d. any additional characteristics of your school	Activities undertaken to evaluate the impact of any aspect of school life may support statements in these sections. Also, in asking learners their views about the school in general may highlight their perception of the importance of aspects of the school	Mind mapping · Dotty Voting Alien Adventure · Ideas Carousel Arty Mural · Newspaper Headlines Beans in Jars · Portrait Gallery Cotton Bud Debate · Simple Questionnaire Circle Time · Secret post Box Diamond Ranking · Talking Stick Discussion Carousel

2. What are the views of learners, parents/carers and how do you know?		
SEF STATEMENT	**COMMENTARY**	**ACTIVITIES**
a. how do you gather the views of learners, …..; how often do you do this and how do you ensure impartiality?	Making use of the suggested activities would broaden the ways of gathering views.	Although the section is about how views are gathered and acted upon some activities will enable you to evaluate whether the children think this happens eg:
b. what do the views of learners,…..tell you about the learners' standards, personal development and well-being and the quality of provision?	It is important to record results.	
c. how do you share …the collated findings of their views?	Key question – do the children know that what they think and feel is important?	Evaluation Targets Happy/Sad Agree-Disagree Opinion Finders
d. examples of any actions taken based on the view of learners,…and an evaluation of the effectiveness of what you did.	Also important that children are aware of any actions taken as a result of THEIR views and are then involved in evaluating the action.	

3. Achievements and standards	
a. how well do learners achieve?	Not applicable
b. how high are their standards?	Not applicable

4. How good is the personal development and well-being of the learners?			
SEF STATEMENT	**COMMENTARY**	**ACTIVITIES**	
a. to what extent do learners adopt healthy lifestyles?	Use activities to evaluate the children's view of the provision. The activities may well produce evidence for more than one of these questions (eg Alien Adventure) Some activities can be deliberately designed to provide evidence for all areas (eg Ideas Carousel; Opinion Finders)	Agree-Disagree Beans in Jars Diamond Ranking Discussion Carousel	Evaluation Targets Mind Mapping Newspaper Headlines Post-its Ideas Storm Ideas Carousel
b. to what extent do learners feel safe and adopt safe practices?		Feelings Happy/Sad Post-its Ideas Storm Evaluation Targets Newspaper Headlines Alien Adventure	
c. how much do learners enjoy their education?		Post-its Ideas Storm Circle Time Evaluation Targets Opinion Finders	Feelings Portrait Gallery Agree-Disagree Dotty Voting
d. how well do learners make a positive contribution to the community?		Diamond Ranking Discussion Carousel Evaluation Targets Circle Time Ideas Carousel	
e. how well do learners prepare for their future economic well-being?		Evaluation Targets Diamond Ranking Cotton Bud Debate Circle Time Ideas Carousel	
f. how good are the personal, social and emotional development and well-being of learners in the Foundation Stage?	Ensure that children in FS have the chance to contribute to the school self evaluation	Happy/Sad Beans in Jars Alien Adventure Arty Mural	

5. The quality of provision		
SEF STATEMENT	**COMMENTARY**	**ACTIVITIES**
a. how good is the quality of teaching and learning?	Children can voice opinions on how well they feel they learn and how they are helped to do this.	Agree-Disagree Beans in Jars Cotton Bud Debate Diamond Ranking Dotty Voting Ideas Carousel
b. how well do the curriculum and other activities meet the range of needs and interests of the learners?	Activities will help the school evaluate the impact on the children of the provision made through statutory and enrichment provision	Evaluation Targets Happy/Sad Agree-Disagree Opinion Finders Post-its Ideas Storm Simple Questionnaire
c. how well are learners guided and supported?	Activities would support different groups in school commenting on support and guidance and its impact.	Post-its Ideas Storm Secret Post Box

1. **Agree-Disagree** KS2+ (see resources in Appendix)

Display 4 sheets of A4 paper, clearly printed with the words

   AGREE
   STRONGLY AGREE
   DISAGREE
   STRONGLY DISAGREE

around the room so that they are easily seen.
Ask children to stand in the middle of the room and then read out a statement eg.
✞   RE helps me understand how to behave in the playground
✞   RE helps me know what to believe.

Ask children to stand by the sheet that most accurately describes their views on this statement.
Ask children why they have chosen to stand where they are and if possible record their statements.
It is important to hold this discussion and record results as it happens.
Record results in class book.

Variation 1 – provide a list of statements with numbers 1-5 marked against each statement. Ask
children to circle the number that reflects how much they agree with the statement
(1= not very much, 5= very much agree).
Use statements as a basis for discussion.

Variation 2 for younger children
Use words such as LIKE/LIKE A LOT/DON'T LIKE. 3 would be enough.

Resources required: sheets of paper for opinions; prepared statements as focus for evaluation.

2. <u>Alien Adventure</u>   YR-3 (see resources in Appendix)

Ask the children to imagine that they have just met an alien and it has asked them to tell him/her what life is like in their school. They can write or draw their responses.

Next, ask the children to go on to tell the alien about places, things and people in their school that make them feel welcome, safe and happy.

If something good happens who would they tell in school? How might it be celebrated?

Now the alien wonders if there is anything, anywhere or anyone in school that makes them feel sad, unsafe or unhappy.

The alien would now like to know who they go to if they are feeling sad or worried or if they need help. How are sad times shared in this school?

The alien is going back to his own planet now and would like to take some information about your school back with him to show his children. Can you design a poster or leaflet about your school for the alien to take with him. You can include good things and bad things about your school, the sort of things you do and the people you see there.

As a thank you for being so friendly the alien is going to give you one special wish to help your school. What will it be?

Remember to record the results of this activity in your class book. For the youngest children this would be best split into a series of activities over a week/several days.
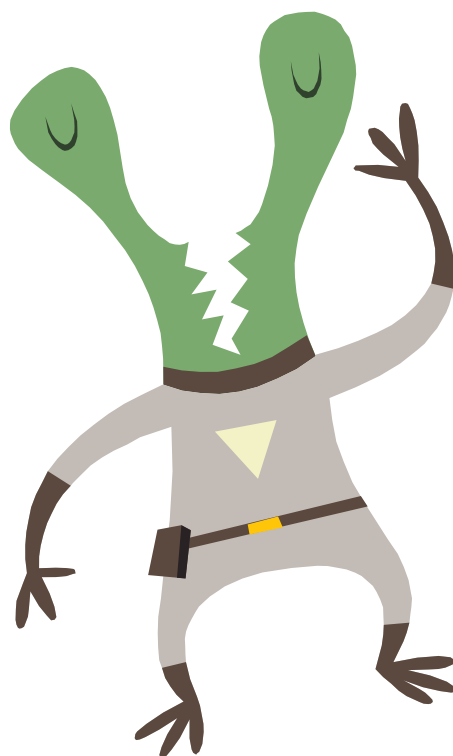
<u>Resources required</u>: alien pictures/puppets; paper for children to respond on if required

3. <u>**Arty Mural**</u>   All ages. (This might be an on-going activity over a period of time.)

Set a topic or theme for your mural, for example, 'what would your ideal playground look like?' or 'what makes a happy school?'. Then encourage children to express their ideas using pictures and images. They can work individually then stick the pieces together, or have a very large piece of paper to work on.

Encourage the children to plan together what they will do to get them talking about the issue and encourage conversation as they work.

<u>Resources required:</u> variety of art materials and paper

4. **Beans in Jars** YR-2

Set out a number of empty jars and label each with one aspect of whatever it is you want to evaluate. For example if you are using this activity to evaluate collective worship you might label them: Story, song, prayers, music and so on. Alternatively ask the children to tell you what the features are of eg. collective worship and label jars accordingly.

Give each child several 'beans'. In the trials it was better to ensure that children had more 'beans' than the number of jars. (It is worth considering how you share 'beans' out as this can otherwise be a lengthy process). Ask children to place 'beans' in the jars to show how much they like each aspect. They can of course put all their beans in one jar or spread them more evenly. Review the results with the children by asking them to explain WHY one aspect is liked more than others and what is it about the less popular aspects that they don't like. How could the less popular aspects be improved?

Remember you are trying to find the IMPACT that collective worship is having on the pupils. Knowing that the prayers are a favourite part is only part of the story - you need to try to find out WHY.

This activity could be used as a one off evaluation covering worship for a term, or a class could evaluate each separate act of worship over, say, a one week period. Alternatively it could be used to track responses to changes.

Record both numerical (quantitative) responses and results of discussions (qualitative data), in your class book.
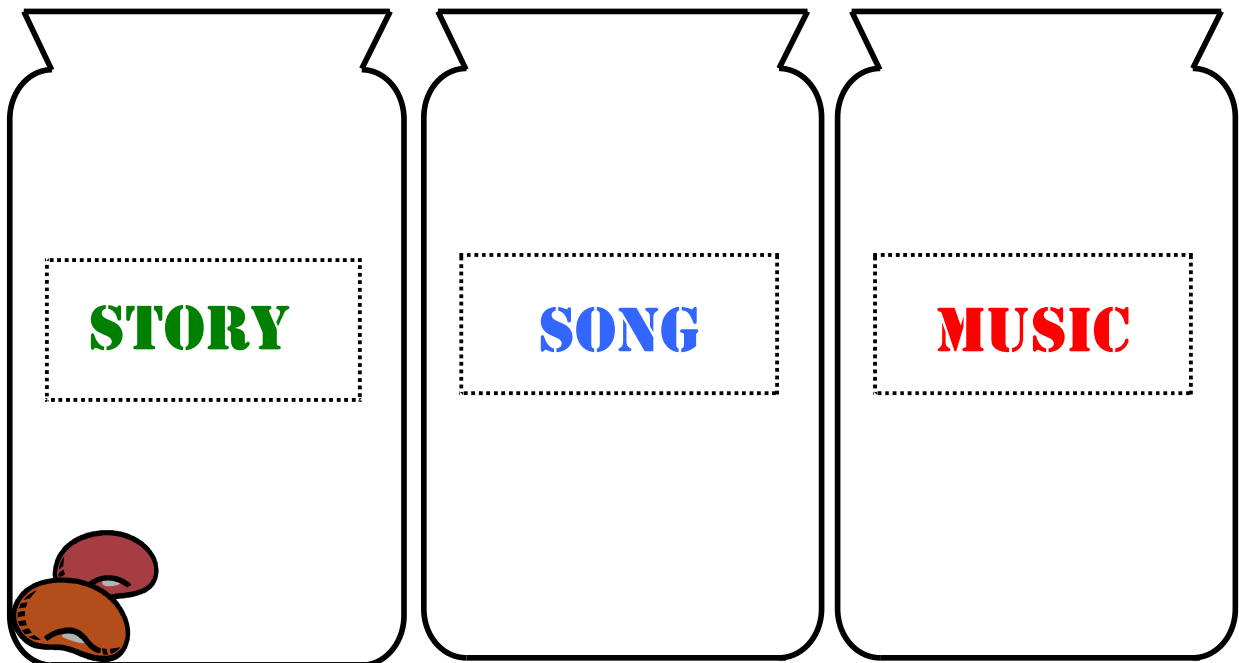
Resources required: jars/containers; labels; counters/cubes/beans (enough for each child to have at least the number of jars +one).

5. Cotton Bud Debate   KS2+

Give everyone 3 cotton buds, or other tokens such as beads, and set up a subject for debate eg 'How important is collective worship?' or 'What difference does collective worship make?' or 'What would make the playground a happier place?'

Encourage pupils to discuss the issue, handing over a cotton bud to the facilitator (or a central jar/container) every time they speak. This encourages every child to speak and also limits the contributions of the vocal ones who can dominate discussions. Very quiet children for whom speaking out may be too difficult could hand over a cotton bud to show their agreement to a point being made.
(Children in trial felt that this would be open to 'abuse' – children might pass cotton-buds to each other, but also agreed that it could be a good way to encourage quieter children to 'have their say'!)

Record views on a flip chart as points are made and write up later for class book.

Resources required: cotton buds or equivalent: jar/container to collect them in.

6. Circle Time suitable for all age groups that engage in Circle Time as part of PSHE etc. (Not trialled, but builds on work done already in schools)

- For sharing feelings and experiences.
  Eg: The thing I like best in school
       The thing I find hardest in school and what I can do about it
       The thing that scares me most in school and who I can ask for help
       Imagine you were moving away and were leaving this school. How would you like
         children and teachers to remember you?
       Imagine you were going to a new school - what would you like to take with you from
         this school?

- For exploring children's ideas about rules and discipline

  Present children with a hypothetical situation. For example: What would happen if Claire was playing with a skipping rope in the playground, she put it down to take off her jumper and Anna took the skipping rope? Encourage children to explore how they feel the issue might be resolved, how staff would deal with it etc.

  Further situations can be suggested by children and/or staff. It may help discussion if puppets or drama are used to present the situations for discussion.

A tape recording of the conversation is one possible way of recording this activity for your class book. Can the children suggest any others?

Resources required: some method of recording discussion

7. <u>Diamond Ranking</u> Upper KS2+ (see resource in Appendix)

Set a question, eg   Why do we have collective worship?
                          What might you have in collective worship? (eg prayers, story, music)
   What makes our school special?

Ask the class to generate 9 ideas in response to the question.

Divide the class into groups of about 6 and give each group 9 post-it notes, each with one of the ideas on. Ask them to arrange their post-its in a diamond with their top priority at the top, two in second place, 3 in third place, 2 in fourth and their lowest priority at the bottom. The groups may explain their decisions to the rest of the class.

Discuss differences between groups and record exercise in class book.

ARRANGEMENT OF POST-ITS FOR DIAMOND RANKING ACTIVITY 7
(children in trial found this helpful)
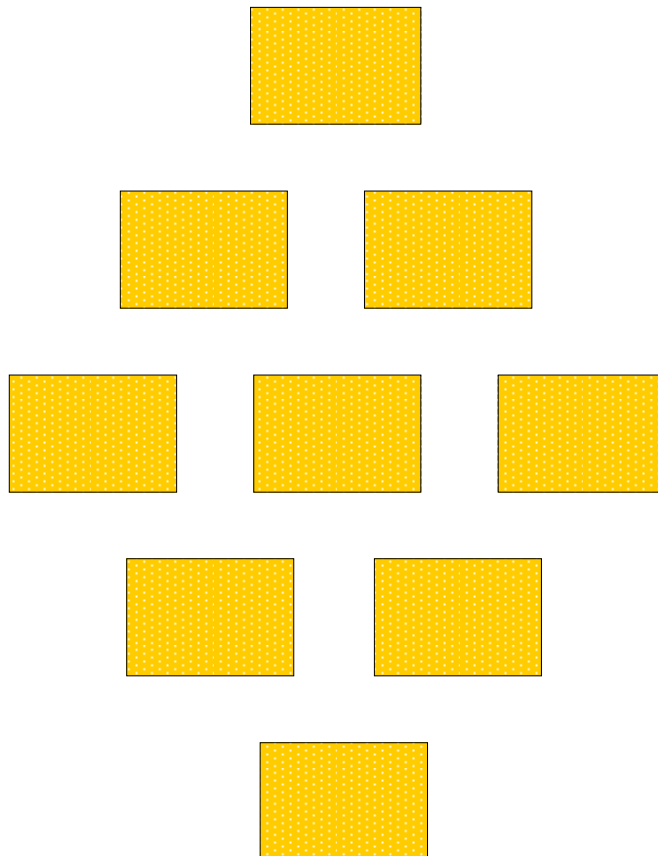
Resources required: post-it notes; large sheet of paper for each group

**8. Discussion Carousel**   Upper KS2+

Get everyone to sit in two concentric circles so that the inner circle is facing out and the outer one is facing in. (Ideally, there needs to be the same number in each circle so that everyone is facing someone they can talk to).

Give topic for discussion related to an area of the toolkit. In the trial this was used to assess children's understanding of their recent RE work.

> e.g. Think of the most important thing you have learnt
>   Is there anything you have learnt that will help you live your life better?
>   What have you enjoyed most?

Give one minute thinking time and then give the inner circle one minute to tell the person opposite their thoughts/ideas. The outer circle must listen and not speak. Then swap over so that the outer circle speaks and the inner circle listens. Then move people round (eg inner circle move one place clockwise). Ask the inner circle to explain what their previous partner's ideas were, in 30 seconds, and then allow the outer circle to do the same. They can then explain their ideas to their new partner as before. Each child then has 4 sets of ideas to think about.

Children could help each other to share these ideas back in a whole class discussion, which could be recorded for class book.
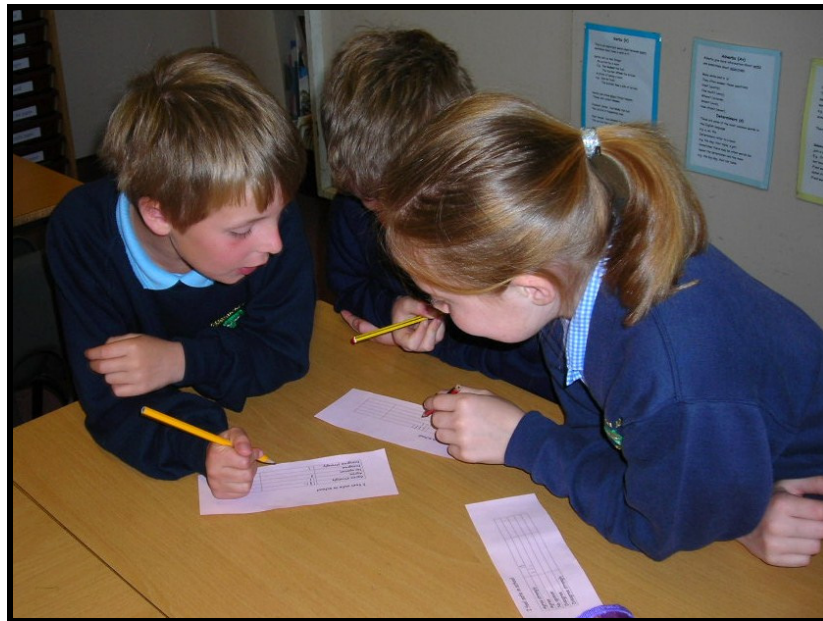
Resources required: method of recording discussion

9. **Dotty Voting** Y2+

This activity may well need to be staged over 2 or 3 sessions. It results in clear, visual evidence of children's responses.

a) Brainstorm
Ask children to respond quickly, saying what is good about assembly/collective worship. Record all responses on a large sheet of paper. Ask children to say what is not as good about assembly/collective worship; the things they would like to change and improve. Again, record all answers.

Discourage discussion at this point, just record all responses.

b) First deal with the good things:
Write each idea on a separate card, merging similar responses.
Give each child the same number of coloured sticky dots and ask them to stick their dots on their favourite aspect(s) of worship.
Look at the cards with the most dots and discuss as a class why these are the most popular aspects.
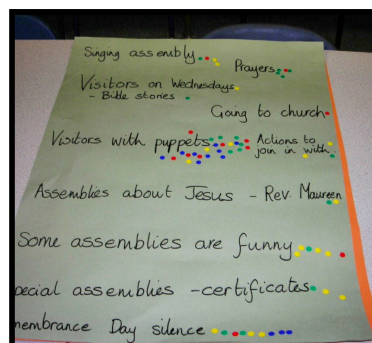
c) Now deal with the not as good things:

Again write each idea on a separate piece of card and merge similar ones. As before, give each child the same number of coloured sticky dots and ask them to stick their dots on the things they feel are worst / that they would most like to change.
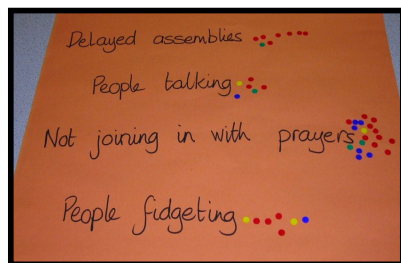
Starting with the card with the most dots, ask the children to suggest things that could be done to address this issue - how could we make this better? Review the range of suggestions with the children to discard any which are unworkable for any reason and arrive at some concrete suggestions for improvement. Repeat for other cards receiving a lot of votes.

Discuss with the class how their responses and ideas might be taken forward - through the school council, direct request to headteacher, etc.
Record the results of this activity in the class book.

(Please note – in the trial this activity was undertaken with a group of children and therefore it was possible to have the statements on one large sheet of paper. It would be necessary to put statements on separate cards in order for a whole class to participate effectively.)

Resources required: flip chart/ large sheets of paper; cards; sticky dots

10. __Evaluation Targets__ KS2+

Draw up a list of questions upon which you want to elicit pupil views.
Draw a target consisting of 4 concentric circles on a piece of flip chart paper and write an evaluation question at the top. Repeat for all the questions and put targets up around the hall. Give everyone enough sticky dots for one for each target and ask them to place one on each target according to how close to the centre their response would go.

For example for the question 'Do you feel people listen to you at school?' Pupils would place their dot near the bull's eye if they feel listened to, and the less they feel listened to the further away from the centre they could place their dots.

Example questions: Worship gives me time to think
                    Worship helps me celebrate happy times
                    Worship helps me to think about sad things

Allow children to move around the room until everyone has had opportunity to respond to each question. Spend some time together looking at and discussing the group responses.

(In the trial children were given one special dot (smiley face) to stick on the statement they felt most strongly about – gave interesting insight)

Record for class book
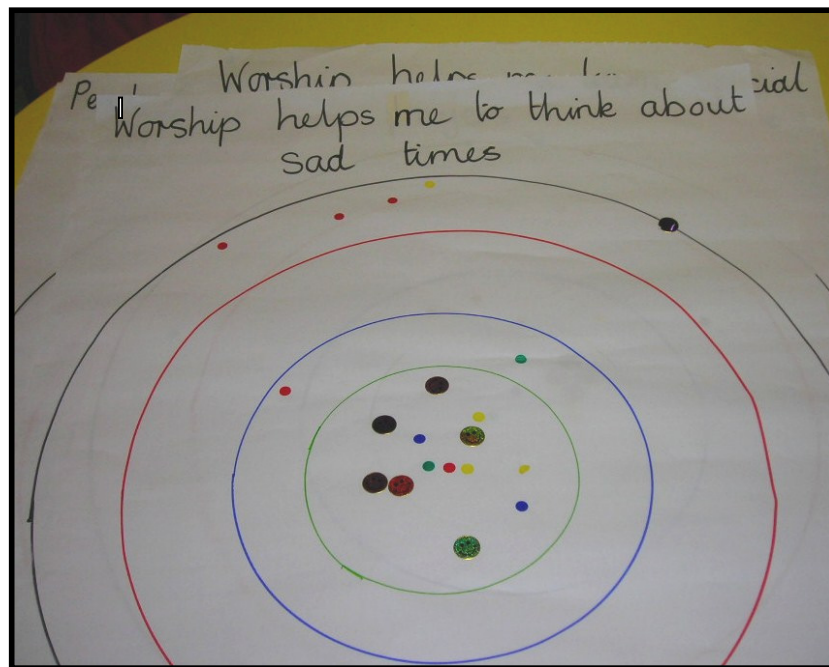
Resources required: Prepared sheets with targets drawn and statement written; sticky dots;

11. **Feelings**   R/KS1&KS2 (see resources in Appendix)

Make a collection of pictures and photographs of people showing different emotions. eg: happy, sad, frightened, angry –or use emoticons

Encourage children to use their bodies and their faces to demonstrate different emotions.

Show the pictures one at a time and ask the children to imagine what this person is feeling. Imagine this person is in school, what might have happened to make the person feel this way and what might happen next? Who would be happy with them: who could they go to for help? How might the children themselves be involved? How are happy times celebrated in this school and how are sad times shared?

Resources required: collection of photographs or pictures; method of recording children's responses

12. <u>Happy/Sad</u> **<u>voting activities</u>** YR-2

Activities that need 2 adults in order to record results as they happen.

<u>Lines</u>

Draw or mark a line on the floor
Label one side with a happy (I like it/yes) face and the other with a sad (I don't like it/no) face.
Call out an aspect of worship, eg: prayers, songs, music and ask children to jump to the happy or sad side of the line to indicate their feelings about it. Record responses.
Children could think of their own questions to ask the class about likes/dislikes

<u>Body</u>

Agree with the children gestures to be used to indicate agreement and disagreement.
Eg: Thumbs up/thumbs down, smile/frown, facing forward/facing back, curled up/standing straight.

Also with older children the activity can be extended to consider feelings of involvement of pupils in collective worship.
Eg: How involved do you feel in the planning of worship?
        How involved do you feel in the music?
        How involved do you feel in the worship itself?
        How involved are you in the prayers?

You will need to discuss what feeling involved might mean and what the opposite to feeling involved might be and will need at least 3 possible responses: Very involved, not involved at all and a point in between. This works well using a curled up body posture as not involved at all and a stretched up posture as very involved.

<u>Resources required</u>:   equipment to mark out a line, labels, a method of recording

13. **Ideas Carousel**   Upper KS2+

Split the class into 3/4 groups and give each group a piece of flip chart/sugar paper with a subject or question at the top.

Eg: What would make collective worship better?
        What is good about collective worship?
        How would visitors know this is a church school?
        How do we know this is a church school?
   What makes our school special?

Give groups 5 minutes to write their ideas down on their sheet then move the pieces of paper round.
Give each group another 5 minutes to read the ideas on the sheet, tick the ones they agree with and add any others.
Continue to move the sheets round in this way until all groups have seen all the questions.
Display the final sheets; allow class time to discuss the results and to explain their thinking.
Record results for class book.

WHAT MAKES OUR SCHOOL SPECIAL?
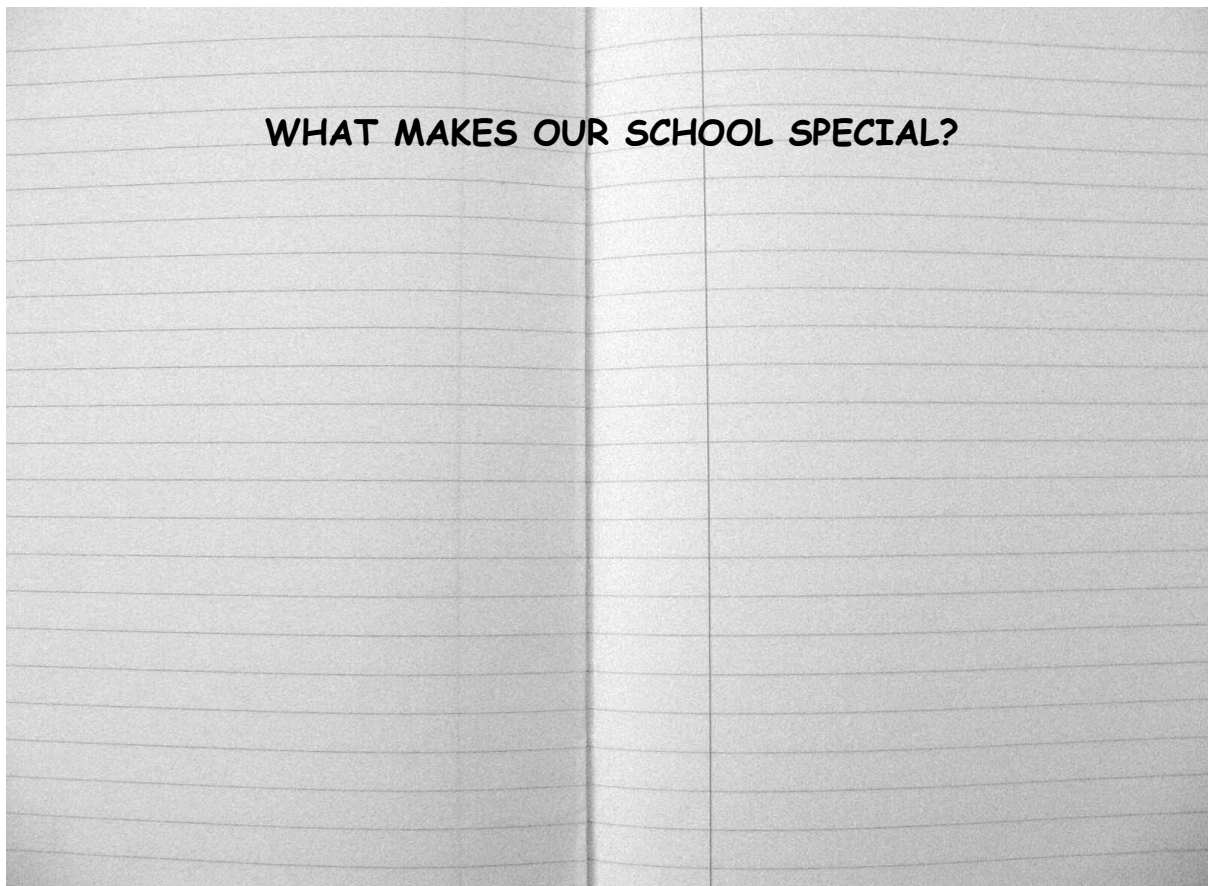
<u>Resources required</u>: flip chart/sugar paper with statements written on; pens

14. <u>Mind-Mapping</u>   Y2+

(An appropriate activity for children who are used to using this style of thinking when planning their work etc.)

Children work in groups of 3-4 to produce a mind map on a particular theme eg. collective worship, RE.

Give them 10-15 minutes to do this, and then allow each group to talk about their mind map. Allow other children to ask questions. If possible, record their commentary and responses to questions
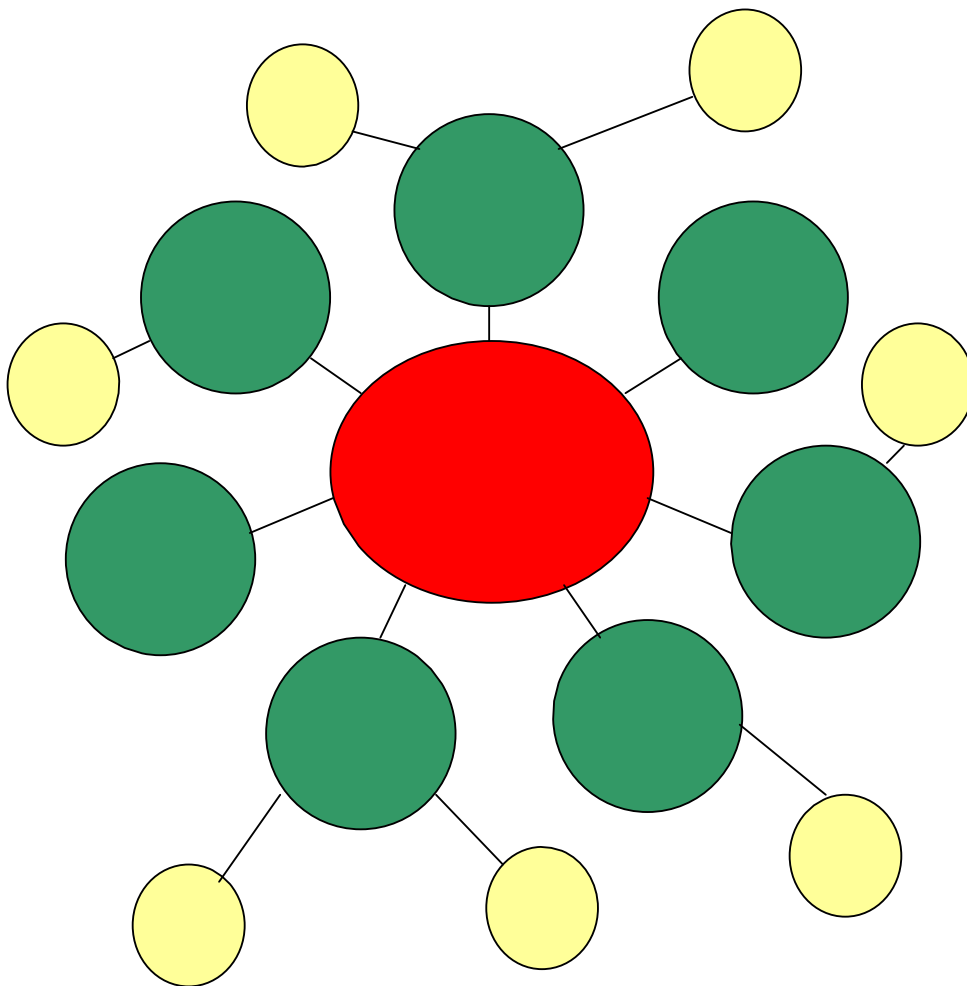
<u>Resources required</u>: large sheets of paper; pens/pencils

15. **<u>Newspaper Headlines</u>**   Upper KS2+ (effective use of a Literacy skill)

This works with groups of 3-6 children and would elicit views on a subject or provide evaluation/assessment at the end of a unit of work.

Challenge each group to invent a newspaper headline about the subject eg.
      Collective worship
      Going to church/synagogue/temple/mosque/gurdwara
      A faith festival
      A holy scripture

Give a limit of 10 words and encourage groups to determine the key information and create a headline that will draw people's attention to that issue.

Groups can display their headline and shout it out like a newspaper seller!

The headlines may lead to discussion, and can be displayed in the class book.

<u>Resources required</u>: paper; pens/pencils.

16. __Opinion Finders__   KS2 (effective use of a Numeracy skill) (see resources in Appendix)

Everyone in the class is given a piece of paper with a statement at the top. Underneath the statement is a grid for recording opinions using a tally chart. Eg:

I enjoy collective worship

Agree strongly	IIII	4
Agree	II	2
No opinion	I	1
Disagree	I	1
Disagree strongly	III	3

For a class of 30 you could have around 5 different statements with 6 children canvassing opinions separately on each statement. It helps if each statement is on a different colour of paper.

After making sure that pupils understand their statement they are asked to be 'opinion finders' and to move around and ask other people their opinions on their statement. Everyone gives and collects opinions simultaneously and each person canvassed is recorded in the appropriate place on the tally chart. Everyone is encouraged to try to give their opinion on every subject but **not to respond to the same statement more than once**. After about 10 minutes get everyone to stop and add up their tally charts.

Gather children together with the same statement and ask them to tally their results as a group. These overall results can be collected and recorded in the class book.

Statements can be selected to gather opinions and evidence relating to specific issues within the toolkit.

Resources required: prepared tally charts; possible master sheet for final results

17. Portrait Gallery R/KS1&2 (see resources in Appendix)

Use either a photograph of each child or a self portrait.
Children mount their pictures on a display board.

Ask each child to complete one or more sentences, for example:
At school I enjoy....................
At school I am good at...........
At school I feel......................
At school I can.......................

Each child's completed sentence(s) is/are written up (you could cut them out in speech bubble shapes) and mounted next to the child's picture.

Decide as a class how this activity is to be recorded in your class book.

Examples:

At school I enjoy
…………………………………………
…………………………………………

At school I feel
…………………………………………
…………………………………………
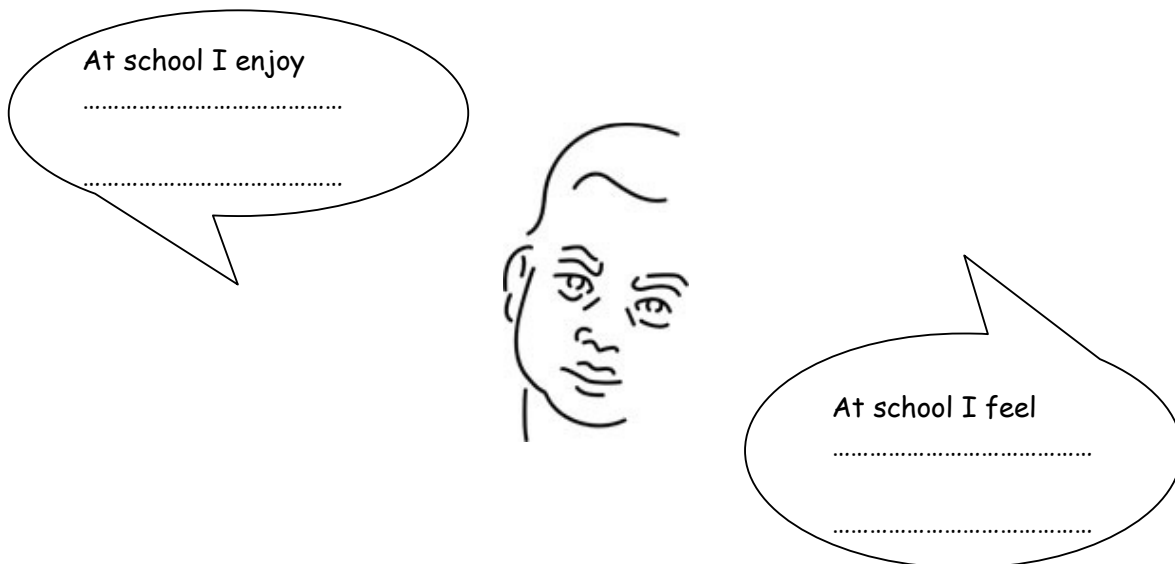
Resources required: Photographs or children's self-portraits; speech bubbles (if required)

18. **Post-its Ideas Storm**   Y2+

Divide class into groups and give each group some post-it notes and a pen. Write the questions to be discussed on separate sheets of flip chart paper.

 Eg: Why do we have collective worship?
        What difference does worship make in our school?
        How does worship help me?
        How does school help us to stay healthy?
        How does school help me to be happy?

Then ask the groups to write their ideas onto post-it notes, one idea per post-it, and stick them on the appropriate sheet. When ideas are generated, give each group a sheet and allow them to clump post-its with similar ideas together.

Once all ideas are collected, gather children together and feedback. Write up results for class book.

Resources required: large sheets of paper with questions/statements on; post-it notes; pens/pencils

19. **Simple Questionnaire**   all ages

The presentation of the questions will depend on the age of the children. With younger children they will need help writing their responses, or a tape recorder might be used for an interview style questionnaire. (Consider using older children to help younger ones). For older children, able to write their own responses, the questions could be written on separate large sheets of paper with the invitation to children to write their responses (graffiti style) on the sheets.

Possible questions:
I like school when………………….
The worst part of school is……………..
At school I enjoy…………..
At school I don't like………..
School would be better if……….
The best part of school is……….

Or you could use this method for evaluation of collective worship in which case possible questions might be:
I like assembly when……………
My favourite part of assembly is………
I don't like it in assembly when……….
We have assembly so we can…………………
In assembly I wish we could…………………
The worst part of assembly is…………………
Assembly would be better if……………………
In assembly I would like to leave out………….
My best idea for assembly is………………….

Children's responses to the questions need to be recorded in the class book.

Resources required: paper; pens; pencils.

20. **The Secret Post Box**   whole class/school

This is an extended activity that could be conducted in a single class or throughout school. It has not been trialled, but would build on work already done in many schools.

A fun way to encourage comments and allows for anonymity. (Comments can be named or anonymous). Post box could be an elaborately decorated one, which the children have helped make, or a shoe box or other cardboard box! Comments could be posted by parents, pupils or staff to enable them to contribute to planning or evaluation activities. It is important to ensure that comments are addressed in some way – may be in a class discussion, adjustments to planning etc. If comment makers do not feel their comments are noted and acted upon they will cease to comment!

Record comments and actions in class book.
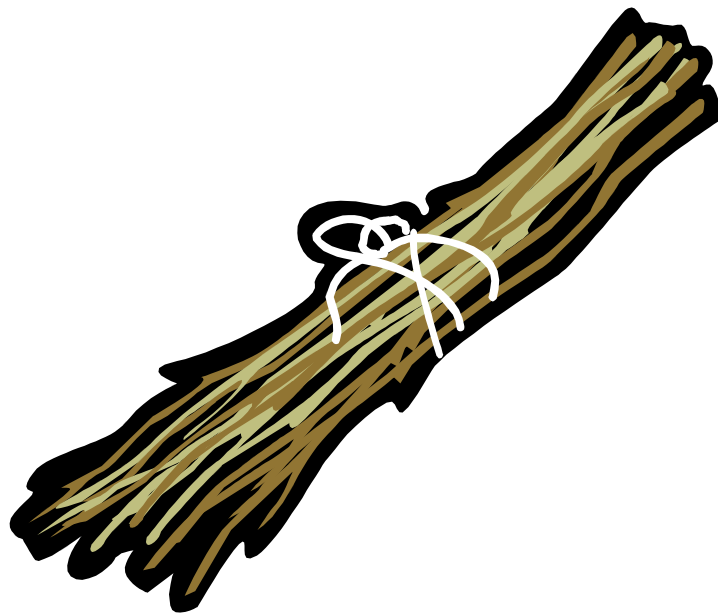

Resources required: box

21. **Talking Stick**   R/KS1/LKS2

Have an object that is to be your 'talking stick' (can be anything which will enthuse your group of children). Whoever has the talking stick is the only person who can speak. When they have finished giving their ideas/opinions they pass the stick to whoever would like to speak next.

Never just pass it round the circle – this can be intimidating and daunting and worry some so that they do not listen to what others are saying.

Record ideas/opinions as they are spoken (on a flip chart, IWB) and then transfer to class book.

When everyone has spoken who wants to, allow time for discussion of the ideas now recorded – is there any similarity? Is there anything that needs dealing with?

Resources required: object; method of recording opinions