



PUPIL AGENCY

GATLEY PRIMARY SCHOOL



CONTEXT OF THE SCHOOL

Gatley Primary School is an expanding two-form entry school located within a suburban area on the outskirts of Stockport. The school currently has 549 pupils on roll aged between 3 and 11.

Gatley Primary provides a unique learning experience for children, which they design themselves. Our children co-construct the curriculum around their own interests and backgrounds. This starts with suggestions for themes, developing activities and then moves through to creating their own success criteria for a lesson. Staff feel that this level of involvement is crucial to everyone's engagement and excitement for the curriculum. Along with this, children are provided with an independent learning approach through which they are able to make choices and challenge themselves in the learning environment.

EXERCISING PUPIL AGENCY THROUGH CURRICULUM DESIGN

Teaching, learning and the design of the curriculum at Gatley Primary School are grounded in consultation and research. Emphasis is on developing the teachers' and teaching assistants' professional practice to enable them to facilitate a holistic approach that is driven by pupil voice. William (2016) argues that, through this, **personal empowerment, transmission of culture, preparation for citizenship and work will follow**. Both teachers and pupils have the choice and autonomy of how they wish to develop, ensuring that National Curriculum expectations are the starting point. Pupils and staff work collaboratively to co-construct a broad and balanced curriculum, which embraces the passions and interests of our pupils whilst ensuring that the progression of knowledge is carefully planned for.

"It gives you the chance to do things in different ways - it gives you a chance to change yourself and show everyone that you are different."
- Pupil

During our transition sessions, pupil agency is exercised through the sharing and discussion of topic ideas, which are subsequently layered with the national curriculum and opportunities to develop cultural capital. Within these sessions, pupils' curiosity and natural inquisitiveness is captured to develop 3 overarching topic questions and 4 sub questions that form the structure of our planning cycle. These questions are evident on our curriculum maps, which are created with the children and demonstrate the intended learning outcomes for each term.

We believe that through the teacher's facilitation, connections within and across subjects can grow, enabling all pupils to capitalise on an environment that inspires and empowers. This allows our pupils to become experts in a broad range of current topics and subject disciplines, for example our Year Six study of racism and inequality within sport.

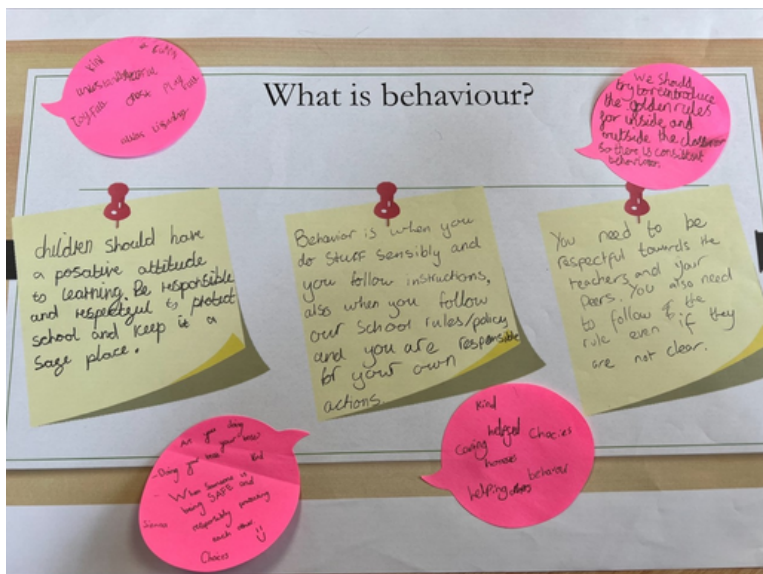


YEAR 6 SUMMER CURRICULUM MAP



YEAR 3 SPRING CURRICULUM MAP

BEHAVIOUR POLICY REVIEW REFORM



In the autumn term, we recognised that the current Behaviour Policy included elements that were outdated and were not in line with our current practice. As a school, we identified that it needed transforming into a **learning behaviour** policy. We decided to separate the policy into two sections, based on **intrinsic** and **extrinsic** motivation factors. One element would be based on the standards of behaviour and the other based around behaviours for learning. We captured the pupils' voices within this review to ensure that the intended outcomes were realistic and achievable. This process of pupil agency was initially captured as a baseline of the existing policy and we intend

CAPTURING PUPIL VOICE

to review this later in the year once the policy has been updated in order to evidence the impact. During this process, we identified that there was an area of the policy that was missing, based on the ever-growing lifestyle changes of social media and technological devices. In addition, various rewards and sanctions that have either been introduced or altered since the pandemic meant that there were aspects of the policy that were no longer applicable.

WELLBEING 'MO' SCALE

The "Mo" (emotional) scale is a visual scale that rates a range of different emotions including extremely happy, sad, angry and confused. We introduced this within our school setting before the pandemic and used it as an assessment tool throughout and following school closures. As stated by Public Health England, **"Pupils with better health and wellbeing are likely to achieve better academically."** The Mo Scale has enabled teachers to identify children with worries or anxieties and who require additional intervention. Since all pupils have returned to school, we identified that it needed to be updated as it was less accessible for younger pupils in the school. Some found having 10 emotions overwhelming and others struggled with the clarity of specific emotions. Our 'Wellbeing Ambassadors' have supported us in capturing the key emotions, linked to the story 'The Worry Monster', and identified the key vocabulary that exemplifies each emotion on the scale. Furthermore, pupil voice across the school was also captured in order to support us with improving the scale.

2.	3.	4.	5.	6.	7.	8.
Happy	Calm	Glim	Disappointed	Nervous	Unhappy	Furious
Joyous	Relaxed	Fed up	Apprehensive	Worried	Sad	Frustrated
Content	Pleased	Thinking / Thoughtful	Let down	Anxious	Low	Aggravated
Satisfied	Peaceful	Disheartened	Scared	Fear	Gloomy	Irate
	Pleased		Embarrassed			

you feel about school?
excited about school, because I can see my friends and new things.

you feel about your learning?
enthusiastic about my learning, because I like to learn new things and work with each other.

your favourite part of school?
yourite part of the school is the playground because of the opportunity to get fresh air and exercise.

PUPIL LEARNING SURVEY - MARCH 2022

We are now able to use this scale as a tool for capturing pupil voice in a range of ways when considering school improvement. For example, we recently used it to capture pupil agency on our new playtime opportunities. This tool has provided useful feedback and options born out of the children's ideas and genuine feelings, enabling us to continue building on our current practices and school development.