

Key Priority – Pupil Voice

Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Article 13: Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

Goal: Support the development of children's leadership skills by providing them with a voice in their learning and whole school developments.

Rationale: The school I-Voice value the opportunity to support whole school developments and have demonstrated leadership skills by setting agendas and writing minutes for their meetings. This now needs to be expanded to all I-Voice groups to enable all children opportunities to develop these leadership skills. In addition to this, children have started contributing to their learning, e.g. through planning activities to apply their key skills, however, this needs to be developed further.

Success Criteria:

1. I Voice make a positive contribution to self-evaluation processes, identifying strengths and areas for improvement.
2. Most children from Years 3- 6 can talk about how they contribute to and influence their areas of school life (I-Voice groups).
3. Most children can talk about their learning experiences with confidence, using the class learning journal (EY/ PS1) or their Superskills Book (PS2/3)

Autumn	Spring	Summer

Leaders: Chloe Ford & Naomi Rooke

Actions	Personnel Involved	Budget / Resources (Human, time and physical)	Timescales	Self Evaluation Activities	Self-Evaluation	Evidence
1. I Voice representatives to be elected by submitting applications against the job description.	BY, LW, LH, HJ, KT, KC, LJ, CW	Class time	By 28/9/26	I Voice minutes		
2. I-Voice (Years 3-6) to represent their class in	CF/ TS BY, LW, LH,	I Voice meetings with CF and TS	16/11/26 18/1/27	I Voice Group minutes I Voice minutes		

I-Voice meetings, providing updates on their work and sharing the thoughts and opinions of their peers.	HJ, KT, KC, LJ, CW	I Voice group meetings – class teachers	2/3/27 19/4/27 18/6/27 Prior to the dates above			
3. I-Voice representatives to set the agenda for their meetings and to minute their own meetings.	CF/ TS	I Voice meetings with CF and TS	16/11/26 18/1/27 2/3/27 19/4/27 18/6/27	I Voice minutes – website		
4. I-Voice groups to write a mission statement/ motto and an action plan for the year: • Criw Cymraeg • The Green Team • Children's Rights Champions • Healthy School Team • Meta-cognition Champions • Belonging Team Saved in Meadowlane All Staff, General Channel, I Voice folder, 2026 2027 folder	BY, LW, LH, HJ, KT, KC, LJ, CW	I Voice group meetings – class teachers	By 28/9/26	I Voice minutes I-Voice folder on Teams		
5. I Voice groups to hold their meetings prior to the I-Voice meetings. Children to set their own agendas and to write their own minutes. Saved in Meadowlane All Staff, General Channel, I Voice folder, 2026 2027 folder	BY, LW, LH, HJ, KT, KC, LJ, CW	I Voice group meetings – class teachers	By 13/11/26 By 15/1/27 By 1/3/27 By 16/4/27 By 17/6/27	I Voice group agendas and minutes I Voice minutes		
6. I Voice to support in self-evaluation activities throughout the year.	CF/ TS	Self evaluation days	1/10/26 18/11 & 19/11 20/1/27 22/2 & 25/2	Self evaluation report		

			27/4 & 28/4 14/6/27			
7. In Early Years, children's interests will be considered through a process of notice, analyse and respond via observation.	NR, SR, CLH KC, FL, KM	FL visits to other schools Early Years Non-Maintained Curriculum training @ Willowbrook	Dates to be confirmed 22/9/26	Planning audit Learning journals		
8. Staff to listen to and observe children throughout the year to enable them to plan topics linked to the children's interests.	All Teachers and TAs	Planning INSETs	TBC	Listening to learners Planning audit		
9. Children to be given opportunities to decide how they learn and how they present their learning.	All teachers	Planning INSETs	TBC	Listening to learners Book scrutiny		
10. Children to continue planning their AOLs with their teachers – planning how they can apply their learning and how they will ensure they are challenged.	All teachers	AoLE planning time	At the end of each topic	Listening to learners Learning journals Superskills scrutiny Learning journal displays		
11. Children's ideas and contributions to be recorded in the class learning journal (EY/ PS1) or Superskills books (PS2/ PS3) enabling children to talk about their learning journey.	All teachers and TAs	PPA time to be utilised	Ongoing	Learning journals Superskills books Listening to learners		
12. A visual A3 display to be used to capture pupil voice throughout the topic. Photograph of display to be saved with planning and	All teachers	N/A	Ongoing	Listening to learners Website Planning file		

shared on the website.						
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