

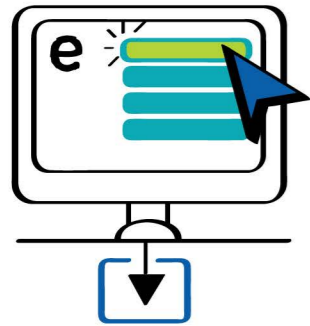
CROSSGATES

PRIMARY SCHOOL



CROSSGATES PRIMARY SCHOOL HAS EFFECTIVELY INCREASED children's participation in learning.

THE STEPS WE TOOK



REVIEWING THE LEARNER PARTICIPATION IN EDUCATIONAL SETTINGS RESOURCE (READ MORE)

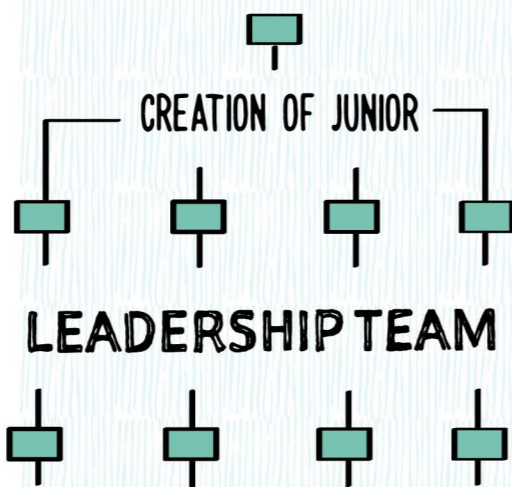
Evaluating experiences OFFERED TO CHILDREN

Participation mapping tool used for self-evaluation WITH STAFF (READ MORE)

1. Learning, Teaching and ASSESSMENT

INCREASE IN PUPIL VOICE

Children use SELF EVALUATION TO IDENTIFY improvements (READ MORE)



2 Staff focused on



2. Opportunities for Personal ACHIEVEMENT

ACHIEVEMENT TRACKER CREATED



CHILDREN are confident, highly motivated and engaged

Reward Schemes



VALUES COUNT Programme



3. DECISION- MAKING Groups

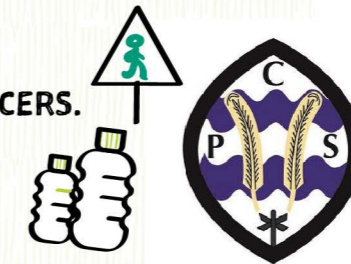
Children's committees now focus on SKILLS FOR LEARNING, LIFE AND WORK Children lead learning



CHILDREN CHOOSE TWO SKILLS for their committee to focus on and reflect on their progress in developing these

For example:

- Junior Road SAFETY OFFICERS.
- Plastic not FANTASTIC



4. Connection with the WIDER COMMUNITY

DEVELOPING THE YOUNG WORKFORCE

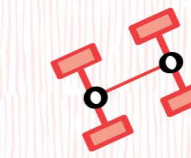
staff plan a range of activities to promote this including:



P2 Enterprise ACADEMY



P5 CHARITY Morning



P6 KIT CAR Building



PROGRESSIVE RANGE of children's learning experiences with local care home



Partnerships with local and international businesses along with local community groups





October 2019

AT CROSSGATES
PRIMARY SCHOOL,
CHILDREN'S
ACHIEVEMENTS ARE
enhanced through staff's
approaches to developing

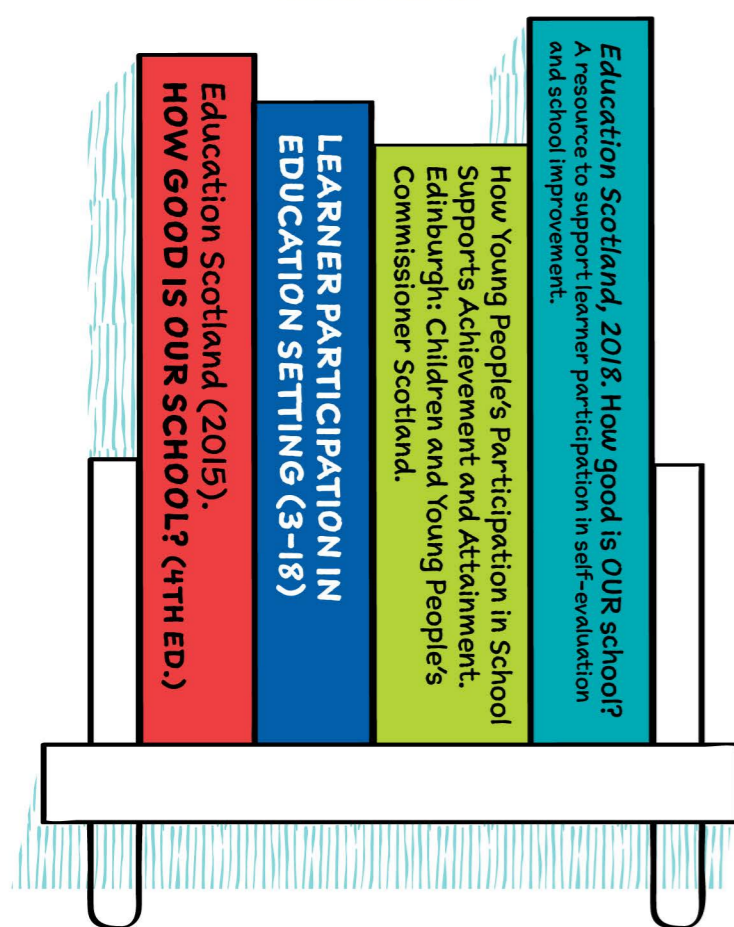
the **4**
ARENAS OF
PARTICIPATION

BLOG

CROSSGATES

Bookshelf of Reading and Research

Click on the books and
READ MORE



Arena 1, Learning, Teaching and Assessment: we wanted to change Pupil Focus Groups into a Junior Leadership Team. Our aim was to increase children's voice and understanding of learning, teaching and assessment and for the children to be able to measure the impact of their role. As a tool to structure children's questioning and enquiry, they have been using 'How good is OUR school?' which has given the children clear structured questions and activities to increase their understanding.



Arena 2, Opportunities for Personal Achievement: we wanted to ensure consistent tracking of children's wider achievements across the school. We introduced a detailed achievement tracker which follows each child throughout their seven years at primary school, to help us ensure all children have opportunities to achieve.



Arena 3, Decision Making Groups: our aim was to move our P4-7 children's committees from outcome led groups to skills-led groups. Our children already have opportunities to develop these skills through assemblies and in class however we wanted to give them a setting to develop skills for learning, life and work in an enterprise-led setting. In conjunction with the lead teacher, each committee picked two skills they were going to focus on for the year.

Arena 4, Wider Community: we wanted to develop closer intergenerational links with a care home in our local community. We have developed a progression for children's learning where the children visit the home to take part in purposeful activities which promote greater understanding between the generations.

Jemma Thomas, Principal Teacher

