

PUPIL BUTTERFLIES

Butterfly	Impacting on	Description	Impact
9	Pupil - behaviour Parent	<p>WINNING A FAMILY MEAL Many schools have reward systems whereby children gain awards by good behaviour/work etc. (Some schools of course take a different view on principle). One school decided that the best award for their families would be a voucher for the whole family at a local restaurant – an experience rarely or ever enjoyed by most of the school’s financially challenged families.</p>	<p>Involving parents is one of the great puzzles for most schools and this unusual way was apparently deeply appreciated and of course promoted a good feeling between child and parent(s).</p>
12	Pupil - behaviour	<p>THE SECRET PUPIL A visit to a year five classroom at the end of a school day was instructive. The teacher was identifying a pupil to go to a beaker with lollipop sticks each with the name of a member of the class. Without looking the chosen pupil drew out a lollipop stick and read the name of the ‘secret pupil’ There then followed a thoughtful discussion of five key elements of the class rules such as ‘listening’ ‘volunteering questions and answers when asked’ etc. – clearly the watch words will vary. There then followed a class discussion about the number of marbles, one or two for each element, to add to a jar with the expectation of a whole class treat at the end of the process.</p>	<p>Classes determining class rules at the beginning of a year need constant renewal. The teacher said that for her it was a ‘fun way’ of keeping the class working as a team and ensuring the highest common factor rather than the ‘lowest common denominator’ dominated behaviour.</p>
35	Pupil - behaviour	<p>TRAFFIC LIGHTS WITH A DIFFERENCE FOR BEHAVIOUR A school invented a new traffic light system for good behaviour. They decided to add God and silver beyond green because in their view red yellow and green was too heavily weighted to the negative. They noticed that its impact was to shift the atmosphere from an emphasis on the negative to children competing to win silver and gold citations.</p>	<p>It can so often be the case that schools despite their best intentions find themselves caught in measuring the negatives. This simple change had a powerful effect on changing the culture.</p>

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42	Pupil - behaviour	<p>ROGUES INTO ANGELS THROUGH LEARNING</p> <p>A group of six ten-year old boys were increasingly a behaviour problem, but, as the head said, the saving grace was that they could read, not a lot and not brilliantly but well enough to become 'Reading Champions' for working a peer tutors with younger boys aged 5 and 6. They rose to the challenge and took pride in giving advice to their younger colleagues about the value and importance of learning! It transformed their behaviour and they are now in secondary school and thriving.</p>	<p>If you look at the research evidence, for example from the Sutton Trust or John Hattie you are struck by the success – above other interventions – of peer tutoring and there are other examples like this of the beneficial effect of older pupils with some difficulties of their own succeeding in the role.</p>
45	Pupil - behaviour	<p>HELPING HANDS</p> <p>We have helping hands – a dot goes on each finger as kindness, achievement, anything which is shown towards others. It is particularly effective with younger children.</p>	<p>One can just imagine the impact of this on behaviour among early primary children.</p>
46	Pupil - behaviour	<p>AWESOME ACHIEVEMENT ARCADE</p> <p>Children are encouraged to share achievements they have experienced in and out of school. However, this has evolved and teachers send little cards to different classes when they have observed something 'positive' the child has done. The look on a child's face when they receive a card unexpectedly is priceless!</p>	<p>One can imagine how this idea would impact on children in and around transfer from primary to secondary and it sows the seeds of variations on the theme.</p>
28	Pupil - emotional	<p>A FOIL BALLOON FOR NEW PUPILS</p> <p>On their preliminary 'visit' day, new 'starter' pupils are given a 'foil balloon' to take home.</p>	<p>This, at first sight, needs no explanation – and it is simple. Perhaps though, it is an illustration of a wider issue of how we welcome pupils new to our school so that they settle in and take advantage of their learning as soon as they can. So the need for and careful choice of 'buddies' with a clear expectation of what it means to be a 'buddy' is another simple thing schools do. So also the practice of having two maps, one of the world and one of the immediate locality which one school has on the wall of the hall so that pins and</p>

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			the names of children map their 'origins'. As one school said it can be a starting point for 'history' geography' and 'maths' – and a lot of other learning.
29	Pupil - emotional	<p>THE JOB SQUAD</p> <p>Children in years 5 and 6 are involved in discussing and agreeing the job-descriptions and tasks (both in the classroom and around the school) which are available each term. They are then involved in applying for and watching applicants presentations for each job.</p>	In one sense this is a 'time honoured' practice in primary schools, though I admired the involvement of pupils themselves not just in the sorts of jobs, which ranged over the obvious day to day tasks in a classroom to 'buddying' and 'peace-making' in the school but also in the job descriptions and the appointing process. I admired too the 'performance management' interviews at the end of the period of office. Those interested in the greater involvement of pupils might find learningtolead.org.uk a useful site to visit.
39	Pupil – emotional	<p>THE "HEADIES' HAT"</p> <p>We took up the idea of the person taking assembly wearing a hat. We had a variety. One very grand hat (Top Hat) became known as the "Headies' Hat".</p> <p>When children want to speak to the whole school – share news/success – they put on the Headies Hat and share news with 500 children.</p> <p>The boost to confidence has been amazing surprising children and staff alike and very popular with parents.</p>	A simple if slightly whacky idea which had a huge impact. The school commented that after a while it was dropped and then revived – bearing out the theory that butterflies are time-limited.
7	Pupil - learning	<p>THE BOOK WIZARD</p> <p>A primary head anxious to promote reading and children having a burning enthusiasm, established that there was a character in the school called the 'Book Wizard'. To see the displays at the school leaves you in no doubt about how the 'Book Wizard' must have been established in their imagination. The school also was at pains to try to find out or to stimulate every child by year 4 or 5 having</p>	One can imagine the thrill at home when the parcel arrives. It's an interesting and appealing butterfly but perhaps less influential on the whole school than some of the others?

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		<p>an 'enthusiasm' or burning interest in their lives. Then they would buy a book and make sure it was a really good one, create a message from the 'Book Wizard' personal to the child, then take it and wrap it in brown paper and send it through the post to the child's home.</p>	
8	Pupil - learning	<p>Among one of the most interesting practice we came across was a Junior school where it had what was a 'Head Teacher for a Day' scheme as part of 'Children's Day' each year. It involved six pupil candidates from year 6 putting themselves up for election two weeks before local council elections. Each had to publish manifestos and attend a kind of 'hustings' for questions and answers in front of staff and pupils. Voting takes place on local-election day: every member of staff is eligible to vote along with all the pupils, other than those who are late. The winner is announced and becomes 'Head Teacher for the Day'. Aided by a cabinet of fellow pupils, he/she sets out proposals for the day for consultation with staff and pupils. The 'Head Teacher for the Day' must take the 'praise assembly', when he or she gives out 'Achievement of the Week' awards. The 'Head Teacher for the Day' and the cabinet have tea with their favourite members of staff and prepare a newsletter for parents about their experience as head teacher. The day usually ends with a talent session.</p>	<p>From such a story, it's possible to imagine all sorts of new usage of involving pupils. It might even be a topic for the School Improvement Group to discuss?</p>
11	Pupil - learning	<p>THE BLOGGING SCHOOL DOG Many schools have animals and I come across some which have decided to acquire a puppy and bring it up involving the pupils in training. One school has reported how their dog, Winston, has started a 'blog' and seems to have all sorts of adventures to which Year 6 pupils respond as part of an effort to develop creative and extended writing.</p>	<p>This example raises two interesting issues. The first is one which primary schools have always been good at and is illustrated by the practice of sending 'Teddy Bears' home for adventures with children in Key Stage 1. In doing so the school establishes another 'personality' – albeit 'make-believe', but one, nevertheless, with whom children are perfectly willing to engage. Another illustration is the Key Stage 2 teachers who create a fictional person whom they</p>

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			<p>telephone to ask advice during lessons. But the second is the traditional difficulty often encountered by teachers in securing higher level writing skills in Year 6. Now we all know how teachers themselves modelling creative writing and involving children in ways to improve it has a big impact, but the 'blogging school dog' seems to take it to a new level of ingenuity. Somebody even suggested that a school with many animals could have them all blogging!</p>
18	Pupil - learning	<p>PROTECTING STORY-TIME A school found that 'story-time' was being pushed off the edge in their rather busy time-table. So they modified their 'paired reading' sessions. These sessions involved a partner from another class spending supervised time together in an allocated class base with different age groups. At the end of each of these time-tabled sessions the last ten minutes is taken up in the teacher reading a story suitable for the vertically organised group.</p>	<p>We know from the research literature that peer group tutoring and mentoring is one of the very best ways of primary aged children making progress and that 'one to one' reading is a common feature of good use of TAs etc. So it is easy to imagine how with training the building block of this initiative is well worth doing. All generations of primary teachers have seen story-time as an essential part of the school day so the concern that it was being squeezed was understandable.</p>
25	Pupil - learning	<p>ACTIVITY AFTERNOON A school devotes one afternoon to 'skill development and sharing'. These are planned sessions run by all staff, including TAs and others (e.g. the cook). The purpose is to have carefully constructed workshops where mixed age groups practise a skill which depends on the enthusiasm of all staff. They call it 'Club afternoon'. It is an attempt to extend pupils' experiences and skills and inject creativity into the curriculum. They run it for six weeks three times a year.</p>	<p>There are at least three benefits to this practice. First it is an attempt to bring some creativity to the curriculum and extend the range of life-enhancing skills and interest which pupils experience. Secondly it involves all the staff – and some from the community – in the process of 'learning'. Thirdly it may lead to invaluable leaps in confidence in pupils who are in danger of 'learning to fail' and from that confidence they grow the capacity to apply themselves to other parts of learning where they are failing.</p>
30	Pupil - learning	<p>CHILDREN CHOOSING THE CURRICULUM THEMES (HARRY POTTER FROM FOUNDATION TO YEAR 6)</p>	<p>Clearly, as I am going on the simple description in the title, I can't be sure of the impact. But one can speculate about it as</p>

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		Presumably – and this was all that was provided in the description!- the school has ‘themes’ (Sometimes called ‘topics’ or ‘research’, though in this case more wide-ranging and free to be interpreted by different teachers in the school) and involves pupils in voting for a short-list and the final choice.	an attempt to involve children more in their learning.
34	Pupil - learning	<p>THE POET LAUREATES IN SCHOOL</p> <p>The school appoints a Poet Laureate from the children (or adults – sometimes they have both!) for a term and the Poet Laureate’s task is to write a poem to celebrate certain occasions and then have the poem displayed and made much of in an assembly and through newsletters.</p>	The school says it acts as a boost to creativity and to literacy. Clearly you could extend the idea to Poet Laureates for each key stage or each class?
36	Pupil - learning	<p>CALL THE KENNEL CLUB</p> <p>A school as a treat for a class has a link with the Kennel club who are happy to loan a dog to the school from time to time so that a class can read it a story. They follow up with writing stories and letters to the dog which does a follow-up visit.</p>	Clearly children like animals and one can imagine how in the hands of good teacher this idea could stimulate all sorts of activity and follow-up.
38	Pupil - learning	<p>CHILDREN’S WRITING ON SCHOOL’S FACEBOOK PAGE</p> <p>The school decided to encourage writing by posting examples of children’s writing on the school’s Facebook and on their website so that the public and especially the parents could see the work being achieved.</p>	It is one way of emphasising the pride the school takes in children’s finished work and can clearly incorporate celebration across the curriculum.
48	Pupil - learning	<p>POST-IT RELAY</p> <p>Using post it notes to allow pupils to relay information on what they have learned about in class. Displaying them in class and allowing the class teacher to identify areas for development.</p> <p>Post-it notes given to pupils to write down their thoughts on lessons.</p>	<p>The person who reported this as school practice confirmed the pupils’ ‘Very positive / critical / insightful comments which supported professional reflection for teachers. Pupils feel involved in their own learning.’</p> <p>It is also worth adding that research suggests that, in terms of marking and assessment, pupils writing down what they think they have learned is a very powerful way of consolidating</p>

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			their understanding.
44	Pupils - emotional	<p>OSCAR THE PUPPET The school created a puppet, Oscar who visits P1 P2 and P3 classes. Oscar visits each class – encourages discussion – children love talking to him and finding solutions to problems.</p>	Children look forward to the visits and it has stimulated their appetite for writing and story. In a sense this is a brilliant example of a variation on a theme. I have called it the ‘alter ego’ of teachers, namely their creation of another character with whom children will be more willing to converse. So sending teddy bears home in P1 would be an example – as is the blogging dog in an earlier example. But this is brilliant.