



SMSC/BRITISH VALUES – FEEDBACK FROM PLT

JULY 2016

PLT GROUP BREAKDOWN

- Representative of different religions, cultures, social background, gender & ages
- Work has impact on group as individuals & as a team – e.g. reflection re own development & ability, modelling of process by older members, mentoring role (all new members receive buddies). Growth in confidence & skill as communicators

PUPILS

- Support for school body – emotionally & academically – many pupils seek out PLT for guidance & care – moral & social aspects very strong
- Voice for school body, supported by year councils
- Individual pupil support – e.g. pupils with personal charity links that can't be supported by whole school – PLT support with sponsorship, bake sales, advertisement etc

Y7 APPLICATIONS FOR PLT / OLDER PLT MEMBERS CHANGING ROLE

- Promotion of role – assemblies – positive /persuasive/celebrating value of role/responsibility
- Shortlisting of application forms – reflection, accepting views of others, discussion of pupils' strengths & achievements
- Interviewing applicants, encouraging dialogue, supporting candidates to do their best & giving feedback sensitively & constructively post interview (moral aspect strong)
- Writing to unsuccessful & successful applicants – formal process, mirroring real life scenarios – done sensitively & thoughtfully
- Occasional PLT membership change – difficult conversations about commitment & attendance, for eg – all held by pupils
- Appointing a Chair – good leader, identifying who leads well

STAFF INTERVIEWS

- Sensitive to applicants /empathy – e.g. have set questions but have to reflect on conversation, adapt & actively listen (moral aspect strong)
- Have to be aware of & understand needs of school community
- Giving feedback – formal process post interview with LG members & Governors – professional summaries providing thoughtful & incisive comments
- Working with HR: professional attitude; insight into ‘behind the scenes at school’

OPEN EVENING

- Meet & greet different people – adapt approach & response accordingly, communicating key points and being able to answer questions appropriately
- ‘Selling school’ / promotion
- Pride in school
- Support and comfort new pupils - empathy

CHARITY WORK (KEY GROUPS SUPPORTED MMOST RECENTLY BELOW)

- Memusi – planning fundraising events & promotion, e.g. assemblies / presentations / information bulletins & work with GBAC Accountancy & Business Advice (Barnsley). Close working partnership with founder of charity. Also work with school councils to widen impact, e.g. pupils’ views acted on by charity who went on to produce new merchandise, e.g. wristbands as a result. Raised cultural awareness
- Wakefield Hospice
- Support for VI resource base fundraising
- All work involves listening carefully & reflecting on messages communicated – PLT make choices about charities they’d like to support which can be a difficult task that brings a huge amount of debate.

TOURS FOR VISITORS

- ‘Selling school’ / promotion and knowledge of the school
- Pride in school
- Ability to adapt communication style to suit needs of visitor, e.g. ITT trainee, Governor, parent, teachers, children

CONCERTS / EVENTS

- Marketing support, e.g. ticket / poster design & promotion, e.g. school productions
- Ticket sales
- Refreshment sales (to raise funds for charity)
- Signing in desks
- Meet & greet different people – adapt approach & response accordingly, communicating key points
- ‘Selling school’ / promotion
- Pride in school apparent & powerful reflection re privilege & responsibility for those involved
- Presentation skill development – PowerPoint production, team presentation, use of radio mikes (professional / technical confidence), rehearsal, confidence, e.g. family induction evenings, INSPIRE day
- PLT helping in community – Fair at Infants

T & L DEVELOPMENT WORK

- Homework – full review of pupil planner & its effectiveness as a tool to support learning
- Planner competition – more accessible/enjoyable for pupils
- Encourage wide pupil body involvement