



From mountain to sea

Barthol Chapel School Participation Passport





Learning, Teaching, and Assessment

The first arena of participation concerns learning, teaching, and assessment. This comprises educational experiences that can happen in, for example:

- Classrooms
- Playrooms
- Sports and performance spaces
- Libraries
- Outdoor settings
- Other studios, workshops and learning spaces

In this arena, all young people have opportunities to influence and participate in decisions about the approaches taken, the topic, content, timetabling, sequence, structures and emphases in how they learn, are taught, and assessed. Through participation, learners will exercise a key role in actively supporting curriculum making within Curriculum for Excellence through on-going dialogue with teachers and others. Learners will influence whole school decision making by being actively involved in the self-evaluation process.



Opportunities for Personal Achievement

Opportunities for personal achievement constitute the second arena of participation. Schools and ELC settings routinely offer a diverse range of learning experiences such as:

- Volunteering
- Award schemes
- Visits and visiting speakers
- Sports events: as player, coach or supporter
- Enterprise, fund-raising, and developing the young workforce
- Public performances of music, dance, theatre
- Competitions
- Other school or school-community events

Through dialogue with adults in this arena, learners can influence a variety of important decisions. Opportunities for personal achievement can be shaped, designed or initiated by young people themselves or may be provided in collaboration with teachers, community groups, non-governmental organisations and other bodies. Through engagement in this arena, young people are able to significantly influence school ethos and culture.





Decision Making Groups

The third arena involves participation in many kinds of decision making groups. In committees, councils, and other groups, learners take part in the everyday and more strategic decisions that steer and provide school-wide direction. This comprises, for example:

- Child-led groups
- Pupil councils
- Eco-School groups
- Children and young people's involvement in parent-teacher associations
- School grounds and estates groups
- Other management and steering committees

These groups and committees influence:

- Management and leadership
- School budgets, systems and structures
- School rules, policies and procedures
- Staff selection
- Advocacy, guidance and support for children and young people
- Community councils
- School building and grounds development and design
- Other governance issues

In this arena, children and young people can address effectiveness and accountability to shape the culture, systems and processes of schools. Learners engage in effective forms of intergenerational decision making which is real, consistent, transparent, systematic, and sustained.





The fourth arena is about working in partnership with other services, parents, carers, and the wider community. Through learner participation, schools and can reciprocally build links with the wider world and collaborate more deeply on new shared goals. Learner participation will extend a sense of community, developing new relations with community members whilst generating commitments beyond existing routines and norms.

In this arena, there will be:

- Engagement by learners with a range of agencies, families, and other community members
- Opportunities for community members to engage and participate in school life

Learners will experience and contribute to new intergenerational dialogues, helping to support learning, and attunement to the needs of others within the wider community. These kinds of projects can lead to exchanges across the generations at local, national and global levels. Initiatives addressing this arena may be developed by learners themselves or in a culture of collaboration with external agencies and partners.

Procedures at Barthol Chapel School

At Barthol Chapel School, we celebrate the participation of all our learners.

We ask parents/carers and learners to share their participation with us through our Participation Passport. The 'Four Arenas of Participation' provides a framework to help us understand and develop when, where, and how learners can have a say in schools. These are then shared in assembly and on our learners individual 'Barthol Chapel Me'.

Participation is an essential part of a child's learning. It promotes skills for life and work as well as skills for learning. Our Participation Passport make suggestions for parents as to what activities can be deemed participation. These link directly to the school's values, and the four capacities for learning which form the heart of Curriculum for Excellence. There is now considerable evidence from research that supports the view that addressing learner participation enhances school life, and improves a range of outcomes for learners.



Participation Star

Please identify your participation by completing the Celebration Star. This will be recorded in the learner's Personal Learning Plan and displayed on their Barthol Chapel Me.

Name

4 Arenas of Participation (tick)

- Learning Teaching & Assessment
- Opportunities for Personal Achievement
- Decision Making Groups
- Wider Community

Short Statement of Participation/achievement





**WE
RESPECT
EACH
OTHER.**

**WE
TRY OUR
BEST.**



**WE
ARE A
TEAM.**

Our Values

**WE
LEARN
FROM
MISTAKES.**



**WE
CREATE.**

**WE
CELEBRATE
EACH
OTHER'S
SUCCESS.**

