

Find out about your pupils

The more you know about your pupils, the better you will be able to design activities and resources that will engage and motivate them; connecting to their interests and lives.

Below is a list of possible survey questions which you could use, or which pupils could use with each other in paired/group interviews. In the right-hand column are suggestions for how you might utilise their responses in your planning and teaching.

| Questions | Using the responses |
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| <p>Have you ever lived anywhere else other than your current home?</p> | <p>Discussions in geography – drawing on the experiences of the class. Citizenship – examining different cultures, traditions, landscapes, languages. Celebration of difference.</p> |
| <p>What is the best place you have ever visited?</p> | <p>Maths word problems could include mention of people and places relevant to the pupils, rather than just abstract, random contexts. For example, 'If the population of Portugal is X and the population of Spain is Y, how many more people are there in Spain than Portugal?'</p> |
| <p>What is your favourite thing to do in your spare time?</p> | <p>Pupils might mention music/art/sport/technology-related activities which can be referred to in these different subjects. For example, 'I know that Fatima enjoys painting with watercolours, and has brought some pictures to show us. What do you find are the advantages of using watercolours and what are some of the challenges?'</p> |
| <p>Name something you are really proud of achieving</p> | <p>Very useful for motivation, particularly in subjects that a pupil might find more challenging. For example, 'Think about what you achieved in X. How did you reach that level? What helped you? Try to use some of those strategies here.'</p> |

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| What would you say is your main weakness? | Knowing this about pupils can help when deciding what support might be needed in a particular subject. |
| What is something you would like others to know about you? | This is likely to be something a pupil is proud of, and you can refer to it in a lesson e.g. if it was a cookery lesson you could say, 'Jacob, I know you baked a wonderful cake for your sister – do you want to tell us how you went about it?' |
| Is there something that others would be surprised to know about you? | Citizenship – everyone is different and has different experiences and backgrounds. |
| What is your favourite book or movie? | This could be the starting point for a research project – finding information and taking a critical approach to online material. |
| What TV show do you watch regularly? | It might be a drama; in which case you can refer to characters and use this for story writing. It could be a nature documentary and pupils' knowledge could be drawn on in science and geography. |
| How did you learn to read? | Using the strategies for learning to read in one language and transferring them to learning other languages. Making links between languages. |
| What is one of your favourite memories? | Excellent basis for writing – this could be a newspaper report/story/poem/recount. |
| Name 3 things you could do without | Very useful for promoting critical thinking and exploratory talk. Posing questions and justifying decisions. Hot-seating would work well here. History – what do we have that earlier generations did not? |
| Name 3 things you couldn't do without | As above. Could also link with sustainability. For example, 'What is needed to ensure a healthy life and a healthy planet?' |

With all these suggestions, you are showing an interest in and engagement with pupils' lives, ensuring they feel valued and have a voice.