

# Creating good listening conditions for learning in education

## Pupil interview

### Introduction

Many researchers have said that an important first step in evaluating children's listening conditions is to gain their perceptions of the noises they hear, in particular the noises that annoy them and make it hard to hear and understand their teachers and other children. This resource includes examples of suggested questions you can use to establish the pupils' opinions on listening in the classroom. They are based on the LIFE questionnaire (Listening Inventories for Education)<sup>1</sup>. The word 'noise' is not used in any of the questions as young pupils may have a different concept of noise from adults.

Three examples are included in this resource which you can use as you see fit. The questions provided are suggestions only and you should adapt as appropriate to the individual child. They can be conducted by any appropriate adult such as a parent / carer, teacher, special educational needs co-ordinator<sup>2</sup>, teaching assistant or Teacher of the Deaf, for example.

In example one (page 2), the questions are open-ended, giving a child of whatever age the opportunity to voice their opinions. These can then be summarised to give an outline of the listening conditions for that individual child.

Example two (page 4) features a more detailed chart which you can consider doing in addition or instead of example one for older children. If you are using example two, a new sheet will need to be completed for each classroom that you are seeking views on.

Example three (page 6) is a more specific questionnaire asking for a scored response to specific questions, with a diagrammatic representation of the resulting pupil profile.

**We recommend that, whatever example you use, a follow-up sheet is completed, to set out what action will be taken by the local authority, Teacher of the Deaf or the school in response to the pupil views. A template is included within this resource on page 12.**

In Annexes A, B, and C we include worked examples to demonstrate how both pupil example surveys might be carried out and how it can be used as a trigger for improvements.

The results of the interview can be used to inform discussions with the school, local authority commissioners and Teachers of the Deaf to improve listening conditions. A follow-up sheet is included at the end of this resource. Other useful tools to help with creating a good listening environment can be downloaded from the National Deaf Children's Society website at [www.ndcs.org.uk/acoustics](http://www.ndcs.org.uk/acoustics).

Last reviewed: January 2015

Next review due: January 2017

---

<sup>1</sup> Developed by David Canning, education audiologist, Teacher of the Deaf and group manager of services for children with hearing impairments at London Borough of Newham

<sup>2</sup> Known as an additional learning needs co-ordinator in Scotland

## Example one: Pupil interview questions

Pupil name .....

Date of interview.....

School .....

Date of birth .....

Age ..... years ..... months

Description of hearing loss

.....

Hearing aid / cochlear implant / BAHA user .....

Interview carried out by.....

Role of interviewer.....

### Questions:

***I want to talk to you about sounds that you hear at school. The first set of questions is about sounds that come from outside the classroom.***

- *Can you tell me some sounds you can hear from outside your classroom?*
- *Are there any of these sounds that you like to hear when you are listening in your classroom?*
- *Do you find that any of these sounds are nice to listen to and make you feel happy?*
- *Can you tell me why you like to hear them?*
- *Are there any of these sounds that you don't like to hear when you are listening in your classroom?*
- *Can you tell me why you don't like to hear them?*
- *What is the loudest sound you can hear coming from outside your classroom?*
- *Do any of these sounds annoy you and stop you hearing your teacher?*

***The next set of questions is about sounds inside your classroom. Now, can you tell me some sounds you can hear from inside your classroom?***

- *Are there any of these sounds that you like to hear when you are listening in your classroom?*
- *Can you tell me why you like to hear them?*
- *Are there any of these sounds that you don't like to hear when you are listening in your classroom?*
- *Can you tell me why you don't like to hear them?*
- *What is the loudest sound you can hear coming from inside your classroom?*
- *Do any of these sounds annoy you and stop you hearing your teacher?*

- *Do you find that any of these sounds are nice to listen to and make you feel happy?*
- *Which lessons or times of day do you find the noisiest?*

***Do you have any suggestions on how to make listening easier for yourself in lessons?***

## Example two: Pupil interview questions for older children

Help us work out how we can make it easier for you to listen in school. Put a circle around anything that causes you difficulties when trying to hear, listen or understand. You can fill in a new form for as many rooms as you want. Some rooms may have better listening conditions than others.

Your name .....

Today's date .....

School .....

Your date of birth .....

Age ..... years ..... months

Description of hearing loss

.....

Are you a hearing aid / cochlear implant / BAHA user?

.....

Who did you do this interview with? .....

What's their role? .....

Room name / number .....

Describe the room					
High ceiling -	Low ceiling +	Open plan -	Small room +	Doors open -	Double glazing +
Room acoustics					
Soft furniture +	Acoustic ceiling tiles +	Painted ceiling -	Brick walls -	Curtains +	Blinds +
Display boards +	Bookshelves and books +	Hard floor -	Carpet +	No window covers -	
Noises in the room					
Computers -	Noisy lights -	Projector -	Children talking -	Children working quietly +	
Air conditioning -	Scraping chair legs -	Clattering pens and pencils -	Radiators -	Machines (Sewing, woodwork, cooking) -	

Noises outside the room					
Sports field playground -	Classroom next door -	Traffic -	Gym -	Dining Hall -	Toilets, hand driers, corridors, stairs -
What listening devices do you use?					
Hearing aids +	Cochlear implant +	Radio aid +	TV, computer leads etc. +	Sound field system +	

### Final score

In each box there was a + and a – symbol. How many boxes did you circle that had a + in it? And how many boxes did you circle that had a – in it?

Number of + .....

Number of - .....

If you scored lots of + this suggests that the classroom might be a good listening environment.  
If you scored lots of – this suggests that the classroom might be a poor listening environment and that listening in this classroom is not easy.

What do you think? Do you agree?

Thank you!

### Example three: Pupil interview questions

Pupil name .....

Date of interview.....

School .....

Date of birth .....

Age ..... years ..... months

Description of hearing loss

.....

Hearing aid / cochlear implant / BAHA user .....

Interview carried out by.....

Role of interviewer.....

#### Instructions






We are going to describe lots of different classrooms or places in your school. Can you imagine what it would be like to be in that classroom or place? Can you think about how well you would hear what the teacher or your friends were saying if you were there?

Underneath each question are five faces. The sad face means that it is always difficult to hear. The happy face means that it is always easy to hear. The face in the middle means that it is sometimes difficult to hear.

For each question put a mark, colour in or circle one of the five faces.






1. **You are in a classroom. There is a lot of noise outside the classroom.**

**How well can you hear the words the teacher is saying?**

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






2. **You are in a classroom. It is a quiet day and there is no noise from outside the classroom.**

**How well can you hear the words the teacher is saying?**

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				




3. The class has just finished an activity and are tidying up, getting ready to leave. The teacher says something to the class.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






4. The teacher is talking but you cannot see her face.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






5. The teacher is talking but there are children making a noise outside your classroom.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






6. The teacher is talking. Some other children in the class are tidying up their things, moving pencils, paper, chairs, walking around and whispering.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				



7. The teacher has asked a question to the whole class. Someone behind you is giving an answer. You need to hear the answer.

How well can you hear the words?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






8. The teacher is talking to the class and the whiteboard projector is on. A computer is also making a noise.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






9. The teacher is talking and moving around the room. You cannot see the teacher.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






10. The teacher is giving a test to the class and reading out the instructions in front of the classroom.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






11. There are two teachers in the class. They are both talking. One of the teachers is talking to you from the front of the class. You need to listen to this teacher.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

12. You are all working in groups.

How well can you hear the words of other children in your group?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				



13. You are in assembly.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






14. You are sitting in a circle and you can see everyone.

How well can you hear the words other people are saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






15. You are talking with your friends in the playground.

How well can you hear what they are saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






16. You are in the hall doing PE and moving around.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






17. You are in the dining hall. Someone is talking behind you.

How well can you hear the words?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

18. You are in the corridor. You are talking with your friends.

How well can you hear the words your friends are saying?

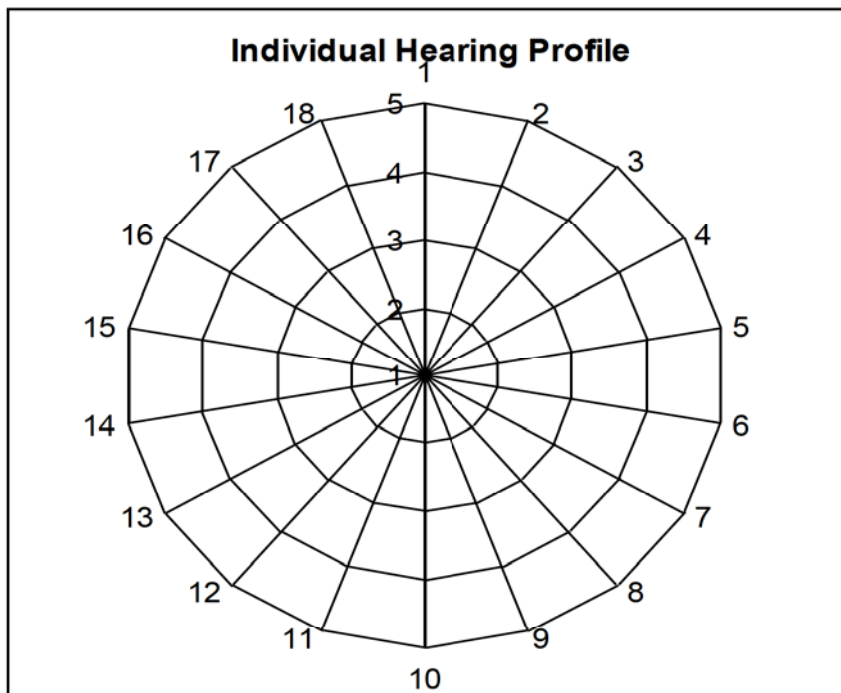
Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

## Scoring sheet

Comment	Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
Score	1	2	3	4	5

		Question number																		
Date of test		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Score																				

This table can also be visually represented in the below table if this is helpful.



Comments:

## Follow-up sheet

Following on from a pupil interview with ..... about listening conditions in the classroom, the main issues raised were:

- 1.
- 2.
- 3.
- 4.
- 5.

The suggested actions to address these issues are:

- 1.
- 2.
- 3.
- 4.
- 5.

We will take the following action:

1.

Lead person.....Date for completion.....

2.

Lead person.....Date for completion.....

3.

Lead person.....Date for completion.....

4.

Lead person.....Date for completion.....

5.

Lead person.....Date for completion.....

These actions should be SMART and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.

Signed ..... Role .....

Date.....

## Annex A: Worked example of pupil interview #1 for a (fictional) primary-aged child

### Pupil interview questions

**Pupil name** Imogen Smith **Date of interview** 15/03/2014

**School** Brockwell Park Primary **Date of birth** 14/02/2008

**Age** 6 years 1 month

### Description of hearing loss

Profound – identified by newborn screening, family history of deafness

### Hearing aid / cochlear implant / BAHA user

Bilaterally cochlear implanted at 18 months, uses radio system in class

**Interview carried out by** Wesley Jones

**Role of interviewer** Peripatetic Teacher of the Deaf, acted as scribe

***I want to talk to you about sounds that you hear at school. The first set of questions is about sounds that come from outside the classroom.***

- *Can you tell me some sounds you can hear from outside your classroom?*

The planes are very noisy when they fly over the school. We have to shout if we are in the playground.

- *Are there any of these sounds that you like to hear when you are listening in your classroom?*

I like the sounds of my friends playing outside.

- *Do you find that any of these sounds are nice to listen to and make you feel happy?*

I like to hear children in the playground, but it stops me listening to the lesson because it sounds really good fun.

- *Can you tell me why you like to hear them?*

It sounds like they are having a good time.

- *Are there any of these sounds that you don't like to hear when you are listening in your classroom?*

I don't like the planes and sometimes helicopters are loud too. The dining room is near our classroom and when the big children are in there the sound comes through the walls. It is very echoey in there and very loud when the children scrape their chairs and bang about.

- *Can you tell me why you don't like to hear them?*

Noisy planes mean I can't hear my friends or the teacher. Sometimes the noise from the dining room is so bad I can't hear what my friends are saying. If I am in the dining room when the children talk or scrape their chairs it hurts my ears.

- *What is the loudest sound you can hear coming from outside your classroom?*

Umm – probably low planes or helicopters or big thunderstorms.

- *Do any of these sounds annoy you and stop you hearing your teacher?*

Yes loud planes, the noise from the dining room – and sometimes other children banging drums or singing in another classroom.

***The next set of questions is about sounds inside your classroom. Now, can you tell me some sounds you can hear from inside your classroom?***

- *Are there any of these sounds that you like to hear when you are listening in your classroom?*

I like to hear the teacher telling a story best when the class is quiet. And I like to hear the teacher talking to us so that I know what to do properly, and don't make a mistake. When she wears the radio aid that makes it much better to hear her. But I like to talk to my friends and hear what they are saying and the radio aid doesn't help me then.

- *Can you tell me why you like to hear them?*

I love stories. I like to play with my friends – but I sometimes find it hard to hear what they are saying. If I can't hear people it makes me feel silly.

- *Do you find that any of these sounds are nice to listen to and make you feel happy?*

I like it when we are all singing together.

- *Are there any of these sounds that you don't like to hear when you are listening in your classroom?*

I don't like big noises from outside or from the next door room. Sometimes I want to pull my processors off.

- *Can you tell me why you don't like to hear them?*

It makes it hard for me to hear, and I might do things wrong and be in trouble.

- *What is the loudest sound you can hear coming from inside your classroom?*

I'm not sure – probably when we are all talking at once, or when we are singing and playing the drums.

- *Do any of these sounds annoy you and stop you hearing your teacher?*

Yes when it is just very noisy I can't hear what the teacher is saying. I hear her a bit but I am not really sure about what she says.

- *Which lessons or times of day do you find the noisiest?*

When we are not having story time or carpet time, or when the big children are in the dining hall, because they have a different dinner time to us.

***Do you have any suggestions on how to make listening easier for yourself in lessons?***

Stop the loud plane noises. In the summer the noise is louder because we have the windows open.

You could tell the children to be quieter when the teacher is talking. I think the chairs could be quieter in the dining room.

## **Follow-up sheet**

**Following on from a pupil interview with Imogen about listening conditions in the classroom, the main issues raised were:**

1. Deal with reducing noise from outside the school building caused by planes and playground noise.
2. Reduce noise transfer from dining room.
3. Reduce noise from next door classes.
4. Add acoustic treatment to classroom to reduce reverberation.

**The suggested actions to address these issues are:**

1. Look into the cost of double glazing.
2. Get 'hush ups' to go on the chairs' feet in the dining room to reduce noise from scraping chairs and investigate cost of acoustic treatment to reduce reverberation.
3. Try and timetable music classes so they do not occur in rooms with poor acoustics and poor acoustic separation from classrooms where children are learning
4. Look first at quick improvements of acoustics of classroom e.g. carpets, curtains and then work with acoustician to investigate cost of acoustic tiling or 'clouds'.

**We will take the following action:**

- |             |                             |  |
|-------------|-----------------------------|--|
| 1.          |                             |  |
| Lead person | Headteacher                 | Date for completion... six months from now |
| 2.          |                             |  |
| Lead person | SENCO/SMT                   | Date for completion... as soon as possible |
| 3.          |                             |  |
| Lead person | Deputy head                 | Date for completion... as soon as possible |
| 4.          |                             |  |
| Lead person | Head teacher / classteacher | Date for completion... ongoing             |

These actions should be SMART and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.

**Signed** ..... **Role** .....

**Date**.....



## Annex B: Worked example of pupil interview #2 for a (fictional) older primary or secondary child

### Pupil interview questions

**Pupil name** Mohammed Kahn

**Date of Interview** 15/04/2014

**School** Hill Road Academy

**Date of Birth** 14/03/2000

**Age** 14 years 1 month

### Description of hearing loss

Severe, high frequency loss – no family history of deafness

### Hearing aid / cochlear implant / BAHA user

Hearing aid wearer – all classrooms have soundfield systems but not all are in use.

**Questionnaire facilitated by –**

Samira Begum

**Role of facilitator –**

Peripatetic Teacher of the Deaf

### Pupil interview questions for older children

Help us work out how we can make it easier for you to listen in school. Put a circle around, or colour in, anything that causes you difficulties when trying to hear, listen or understand in your room. You can fill in a different form for as many rooms as you want. Some rooms may have better listening conditions than others.

**Room name / number –** Form room

Describe the room					
High ceiling -	Low ceiling +	Open plan -	Small room +	Doors open -	Double glazing +
Room acoustics					
Soft furniture +	Acoustic ceiling tiles +	Painted ceiling -	Brick walls -	Curtains +	Blinds +
Display boards +	Bookshelves and books +	Hard floor -	Carpet +	No window covers -	
Noises in the room					
Computers -	Noisy lights -	Projector -	Children talking -	Children working quietly +	
Air	Scraping	Clattering	Radiators	Machines	

conditioning -	chair legs -	pens and pencils -	-	(sewing, woodwork, cooking) -	
<b>Noises outside the room</b>					
Sports field playground -	Classroom next door -	Traffic -	Gym -	Dining Hall -	Toilets, hand driers, corridors, stairs -
<b>What listening devices do you use?</b>					
Hearing aids +	Cochlear implant +	Radio aid +	TV, computer leads etc. +	Soundfield System +	

### Final score

In each box there was a + and a – symbol. How many boxes did you circle that had a + in it? And how many boxes did you circle that had a – in it?

Number of + .... 7

Number of - ....11

If you scored lots of + this suggests that the classroom is a good listening environment for deaf children and young people.

If you scored lots of - this suggests that the classroom is a bad listening environment for deaf children and young people and that listening in this classroom is not easy.

### What do you think? Do you agree?

This room is hard to hear in even though it is a modern building. I think it would be better straight away if the projector was turned off when it is not needed as it makes a big humming noise. The radiators make a whining noise as well that affects my hearing aid and stops me hearing properly.

Other classrooms have carpets in them and this helps a lot. I wish the soundfield system worked as that used to help.

## Follow-up sheet

**Following on from a pupil interview with Mohammed about listening conditions in the classroom, the main issues raised were:**

1. Noise in the room from projector, and noisy children
2. Noise from clattering pens and chair legs
3. No use of installed soundfield system
4. Sounds from classroom next door and blow driers in toilets.

**The suggested actions to address these issues are :**

1. Give INSET to teaching staff to emphasise the importance of reducing background noise.
2. Look at supplying carpets to reduce background noise and reverberation.
3. Service soundfield system and train teachers and support staff in its benefits and use.
4. Look at consultation with acoustician to reduce the level of sound transfer between classrooms. Look at use of paper towels during lesson time rather than blow driers.

**We will take the following action: -**

- |             |                 |                                     |
|-------------|-----------------|-------------------------------------|
| 1.          |                 |                                     |
| Lead person | SENCo/ToD       | Date for completion.....This term   |
| 2.          |                 |                                     |
| Lead person | Headteacher/SMT | Date for completion.....This term   |
| 3.          |                 |                                     |
| Lead person | SENCO           | Date for completion.....Ongoing     |
| 4.          |                 |                                     |
| Lead person | Head teacher    | Date for completion.....This term   |
| .           | Caretaker       | Date for completion.....Immediately |

These actions should be SMART and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.

**Signed .....**      **Role .....**

**Date.....**

# Annex C: Worked example of pupil interview #3 for a (fictional) primary-aged child

Pupil name ...Jen Jones.....  
 School .....St Pauls Primary.....

Date of Interview.....01/06/2014  
 Date of Birth ..... 05/06/2004

Age ...10 years 0 months

Description of hearing loss..... Permanent moderate loss due to syndrome

Hearing aid / cochlear implant / BCHA user ... BCHA.....

Interview carried out by.....Tina Brown.....

Role of interviewer.....Specialist teaching assistant.....

## Instructions






We are going to describe lots of different classrooms or places in your school. Can you imagine what it would be like to be in that classroom or place? Can you think about how well you would hear the teacher or what your friends were saying if you were there?

Underneath each question are five faces. The sad face means that it is always difficult to hear. The happy face means that it is always easy to hear. The face in the middle means that it is sometimes difficult to hear.

For each question put a mark, colour in or circle one of the five faces.




- 1. You are in a classroom. There is a lot of noise outside the classroom.**

**How well can you hear the words the teacher is saying?**

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






- 2. You are in a classroom. It is a quiet day and there is no noise from outside the classroom.**

**How well can you hear the words the teacher is saying?**

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






3. The class has just finished an activity and are tidying up, getting ready to leave. The teacher says something to the class.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






4. The teacher is talking but you cannot see her face.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






5. The teacher is talking but there are children making a noise outside your classroom.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






6. The teacher is talking. Some other children in the class are tidying up their things, moving pencils, paper, chairs, walking around and whispering.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				



7. The teacher has asked a question to the whole class. Someone behind you is giving an answer. You need to hear the answer.

How well can you hear the words?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

8. The teacher is talking to the class and the whiteboard projector is on. A computer is also making a noise.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






9. The teacher is talking and moving around the room. You cannot see the teacher.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

10. The teacher is giving a test to the class and reading out the instructions in front of the classroom.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

11. There are two teachers in the class. They are both talking. One of the teachers is talking to you from the front of the class. You need to listen to this teacher.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				





12. You are all working in groups.

How well can you hear the words of other children in your group?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

13. You are in assembly.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

14. You are sitting in a circle and you can see everyone.

How well can you hear the words other people are saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






15. You are talking with your friends in the playground.

How well can you hear what they are saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






16. You are in the hall doing PE and moving around.

How well can you hear the words the teacher is saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				






17. You are in the dining hall. Someone is talking behind you.

How well can you hear the words?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				

18. You are in the corridor. You are talking with your friends.

How well can you hear the words your friends are saying?

Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
				



## Scoring sheet

Comment	Always easy	Mostly easy	Sometimes difficult	Mostly difficult	Always difficult
Score	1	2	3	4	5

		Question number																	
	Date of test 01/06/2014	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Score		4	3	5	4	4	5	3	4	3	2	3	3	2	3	3	4	4	3

### Comments:

Jen hears much better when the room is quiet – for example when the teacher is giving a test. She finds it hardest when there is a lot of noise in the room – such as when the children are tidying up.

## Follow-up sheet

**Following on from a pupil interview with .....Jen..... about listening conditions in the classroom, the main issues raised were:**

1. Noise when the children were tidying up
2. Hearing the teacher's voice above the children talking
3. In the hall doing PE
4. Hearing the teacher's voice over noise from outside the classroom.

**The suggested actions to address these issues are:**

1. Reduce noise from scraping chairs and clattering pens and pencils by adding 'hush ups' to the chair feet and sticking fabric to underneath of pencil pots or equipment
2. Increasing the acoustic treatment of the room to reduce echo, which is affecting the signal to noise ratio of the teacher's voice above that of the classroom noise, by adding carpets and blinds and asking for a review by an acoustician.
3. Investigate installing soundfield system in the hall, improving acoustic conditions by adding more fabric displays around the walls, and including hall in the review by the acoustician.
4. Investigate the cost of double glazing, making sure that windows are closed when there is noise outside.

**We will take the following action:**

1.  
Lead person.....Class teacher/caretaker....Date for completion...End of month

2.  
Lead person.....Headteacher..... Date for completion ...End of term

3.  
Lead person.....Headteacher.....Date for completion...End of term

4.  
Lead person.....Head teacher/governors.....Date for completion...End of academic year

These actions should be SMART and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.

**Signed .....**      **Role .....**

**Date.....**