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**Creating good listening conditions for learning in education -**

**Gathering feedback from pupils on classroom acoustics**

**Introduction**

Research shows that an important first step in evaluating listening conditions at school or nursery is to ask a pupil for their feedback – in particular on those noises that annoy them and make it hard to hear and understand.

This resource includes examples of questions you can use to find out pupils’ opinions on listening conditions in the classroom. They are based on the Listening Inventories for Education (LIFE) questionnaire.[[1]](#footnote-1) We haven’t used the word ‘noise’ in any of the questions as pupils may have a different concept of noise from adults.

We’ve included three examples which you can use or adapt according to the individual needs of the child or young person that you’re working with. The interviews can be conducted by a parent or carer, teacher, special educational needs coordinator[[2]](#footnote-2), teaching assistant or Teacher of the Deaf, for example.

In **example one** (page 2) the questions are open-ended, giving a child of any age the opportunity to share their opinions.

**Example two** (page 4) has a more detailed chart which you could use with an older child – in addition to or instead of example one. You’ll need to complete a new sheet for each classroom.

**Example three** (page 6) is a questionnaire which asks pupils to give a scored response to specific questions.

**Whichever example you use, we recommend completing a follow-up sheet summarising what the local authority, Teacher of the Deaf or the school will do as a result. You can find this template on page [xx].**

In Appendix A, B, and C we have examples of how you might fill out each survey and how it can lead to improvements.

You can find other useful tools from our website at [www.ndcs.org.uk/acoustics](http://www.ndcs.org.uk/acoustics).

Last reviewed: December 2019

**Example one: Pupil interview questions**

**Background:**

|  |  |
| --- | --- |
| Pupil name: |  |
| School: |  |
| Date of birth: |  |
| Age (years, months): |  |
| Description of hearing loss: |  |
| Hearing technology used: |  |
| Interview carried out by: |  |
| Role of interviewer: |  |
| Date of interview: |  |

**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.**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Can you tell me some sounds you can hear coming from outside your classroom? |  |
| When do you hear these sounds? |  |
| Do you like to hear any of these sounds? |  |
| Are any of these sounds nice to listen to and do they make you feel happy? |  |
| Can you tell me why you like to hear them? |  |
| Are any of these sounds that you don’t like to hear? |  |
| 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 or other children? |  |

**The next set of questions is about sounds inside your classroom.**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Can you tell me some sounds you can hear from inside your classroom? |  |
| Do you like to hear any of these sounds? |  |
| Can you tell me why you like to hear them? |  |
| Are any of these sounds that you don’t like to hear? |  |
| 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? |  |
| Are any of these sounds 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 for things we can do about the sounds that you don’t like? |  |
| Do you have any suggestions on how to make listening easier for yourself in lessons? |  |

**Example two: 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 or places as you want. Some rooms may have better listening conditions than others.

**About you:**

|  |  |
| --- | --- |
| Your name: |  |
| School: |  |
| Your date of birth: |  |
| Age (years, months): |  |
| Description of hearing loss: |  |
| Hearing technology used: |  |
| Did anyone help you with this interview? What was their name and role? |  |
| Today’s date: |  |

|  |  |
| --- | --- |
| What’s the name or number of the room you’re giving feedback on? |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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  - |  |

**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 feedback questions**

**About you:**

|  |  |
| --- | --- |
| Your name: |  |
| School: |  |
| Your date of birth: |  |
| Age (years, months): |  |
| Description of hearing loss: |  |
| Hearing technology used: |  |
| Did anyone help you with this interview? What was their name and role? |  |
| Today’s date: |  |

**What to do**

We’re 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 easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in a classroom. It’s a quiet day and there’s no noise from outside the classroom.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  Difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher is talking but you can’t see their face.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  Difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  Difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  Difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher has asked a question to the whole class. Someone behind you is giving an answer.**

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  Difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher is talking to the class and the smart board is on. A computer is also making a noise.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher is talking and moving around the room, and you can’t see them.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **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.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are all working in groups.**

**How easy or difficult is it to hear other children in your group?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in assembly.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what other people are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are talking with your friends in the playground.**

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in the hall doing PE and moving around.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  Easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in the corridor talking with your friends.**

**How easy or difficult is it to hear what 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Comments:**

**Follow-up sheet**

|  |  |  |
| --- | --- | --- |
| **Following on from a discussion with.......................................... about listening conditions in the classroom, the main feedback and issues raised were:** | | |
| **The suggested actions to address these issues are:** | **Lead person** | **Date for completion** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
|  |  |  |
| These actions should be smart, measurable, attainable, relevant and time-bound (SMART) and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.  **Signed....................................................**  **Role.............................................**  **Date....................................................** | | |

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**Appendix A: Worked example of a pupil interview with a fictional**

**primary-aged child (example 1)**

**Background:**

|  |  |
| --- | --- |
| Pupil name: | Imogen Smith |
| School: | Brockwell Park Primary |
| Date of birth: | 14/02/2008 |
| Age (years, months): | 6 years 1 month |
| Description of hearing loss: | Profound – identified through newborn screening, family history of deafness. |
| Hearing technology used: | Bilaterally cochlear implanted at 18 months, uses radio aid system in class. |
| Interview carried out by: | Wesley Jones |
| Role of interviewer: | Peripatetic Teacher of the Deaf, acted as scribe |
| Date of interview: | 15/03/2014 |

**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.**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Can you tell me some sounds you can hear coming 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. |
| When do you hear these sounds? | About 5 times a day |
| Do you like to hear any of these sounds? | I like the sounds of my friends playing outside. |
| Are any of these sounds nice to listen to and do they 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 any of these sounds that you don’t like to hear? | 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 or other children? | 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?**

|  |  |
| --- | --- |
| **Question** | **Response** |
| Can you tell me some sounds you can hear from inside your classroom? | The teacher and my friends |
| Do you like to hear any of these sounds? | I like to hear the teachertelling 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.I like it when we are all singing together. |
| Are any of these sounds that you don’t like to hear? | 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 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 for things we can do about the sounds that you don’t like? | 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. |
| Do you have any suggestions on how to make listening easier for yourself in lessons? | Not sure. I should keep using my radio aid. And let the teacher know if I can’t hear well. |

**Follow-up sheet**

|  |  |  |
| --- | --- | --- |
| **Following on from a discussion with Imogen about listening conditions in the classroom, the main feedback and 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. Improve acoustics within the classroom itself | | |
| **The suggested actions to address these issues are:** | **Lead Person** | **Deadline** |
| 1. Look into the cost of double glazing and report back to the headteacher on these costs. | Head teacher | Six months from now |
| 1. Get ‘hush ups’ to go on the feet of the dining room chairs to reduce noise from scraping. Investigate cost of acoustic treatment to reduce reverberation. | Special educational needs coordinator (SENCO)/senior management team | As soon as possible and within the next month |
| 1. Try to timetable music classes so they do not occur in rooms with poor acoustics and poor acoustic separation from classrooms where children are learning. | Deputy head | Date for completion and within the next month |
| 1. Look first at quick improvements for classroom acoustics e.g. carpets and curtains and then work with acoustician to investigate cost of acoustic tiling or ‘clouds’. | Headteacher/class teacher | Within the next month to identify and deliver improvements |
| These actions should be smart, measurable, attainable, relevant and time-bound (SMART) and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.  **Signed....................................................**  **Role.............................................**  **Date....................................................** | | |

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**Annex B: Worked example of pupil interview for a fictional**

**older primary or secondary child (example 2)**

**About you:**

|  |  |
| --- | --- |
| Your name: | Mohammed Kahn |
| School: | Hill Road Academy |
| Your date of birth: | 14/03/2000 |
| Age (years, months): | 14 years 1 month |
| Description of hearing loss: | Severe, high frequency loss – no family history of deafness |
| Hearing technology used: | Hearing aid wearer – all classrooms have Soundfield systems but not all are in use. |
| Did anyone help you with this interview? What was their name and role? | Samira Begum, Peripatetic Teacher of the Deaf |
| Today’s date: | 15 April 2014 |

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 or places as you want. Some rooms may have better listening conditions than others.

|  |  |
| --- | --- |
| What’s the name or number of the room you’re giving feedback on? | 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 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  - | | |  | | |

**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 +.…. 5

Number of -..….8

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 discussion with Mohammed about listening conditions in the classroom, the main feedback and 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 driers in toilets | | |
| **The suggested actions to address these issues are:** | **Lead person** | **Date for completion** |
| 1. Give INSET to teaching staff to emphasise the importance of reducing background noise | SENCO/TOD | By the end of this term |
| 2. Look at supplying carpets to reduce background noise and reverberation and make a recommendation to the headteacher on whether to install. | Headteacher/senior management team | By the end of this term |
| 3. Service Soundfield system and train teachers and support staff in its benefits and use. | SENCO | By the end of the year |
| 4. Consult with acoustician on how to reduce the level of sound transfer between classrooms. | Headteacher | By the end of this term |
| 1. Look at use of paper towels during lesson time rather than driers. | Caretaker | By the end of this month |

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

**About you:**

|  |  |
| --- | --- |
| Your name: | Jen Jones |
| School: | St Paul’s Primary |
| Your date of birth: | 05/06/2004 |
| Age (years, months): | 10 years, 0 months |
| Description of hearing loss: | Permanent moderate loss due to syndrome |
| Hearing technology used: | Bone conduction hearing aid |
| Did anyone help you with this interview? What was their name and role? | Specialist teaching assistant |
| Today’s date: | 01/06/2014 |

**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 easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher is talking but you cannot see her face.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **The teacher is talking to the class and the smart board is on. A computer is also making a noise.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **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 easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are all working in groups.**

**How easy or difficult is it to hear other children in your group?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in assembly.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what other people are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are talking with your friends in the playground.**

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in the hall doing PE and moving around.**

**How easy or difficult is it to hear what the teacher is saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

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

**How easy or difficult is it to hear what they are saying?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Always  easy | Mostly  easy | Sometimes difficult | Mostly  difficult | Always difficult |
|  |  |  |  |  |

1. **You are in the corridor. You are talking with your friends.**

**How easy or difficult is it to hear what 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’s a lot of noise in the room – such as when the children are tidying up.

**Follow-up sheet**

|  |  |  |
| --- | --- | --- |
| **Following on from a discussion with Jen about listening conditions in the classroom, the main feedback and issues raised were:**   1. Noise when the children were tidying up 2. Not being able to hear the teacher’s voice above the children talking 3. Not being able to hear in the hall when doing PE 4. Hearing the teacher’s voice over noise from outside the classroom | | |
| **The suggested actions to address these issues are:** | **Lead person** | **Date for completion** |
| 1. Reduce noise from scraping chairs and clattering pens and pencils by adding ‘hush ups’ to the chair feet and sticking fabric underneath pencil pots or equipment. | Class teacher/caretaker | End of the month |
| 1. To address concerns around echo and the effect this has on being able to hear the teacher’s voice, carpets and blinds should be added to the room. Further advice should be sought from an acoustician. | Headteacher | End of term |
| 1. Investigate installing soundfield system in the hall, improving acoustic conditions by adding more fabric displays around the walls, and including the hall in the review by the acoustician. | Headteacher | End of term |
| 1. Investigate the cost of double glazing, making sure that windows are closed when there is noise outside. | Headteacher/governors | End of term |
| These actions should be smart, measurable, attainable, relevant and time-bound (SMART) and achievable rather than aspirational. They could include actions for the school, the teacher or the local authority.  **Signed....................................................**  **Role.............................................**  **Date....................................................** | | |

1. Developed by David Canning, Education Audiologist and Teacher of the Deaf. [↑](#footnote-ref-1)
2. Known as an additional learning needs coordinator in Scotland. [↑](#footnote-ref-2)