



Learner Voice Policy

Aims

The belief that

“Students themselves have a huge potential contribution to make, not as passive objects but as active players in the education system”

underpins the aim of student voice activities, which serve to give pupils the participation that they need in their own education.

“Students can and should participate, not only in the construction of their own learning environments, but as research partners in examining questions of learning and anything else that happens in and around school.”

Principles

Learner voice activities have a direct impact on the individuals who have their voices heard. They:

1. Enable pupils to make a positive contribution to their learning environment.
2. Increase engagement with college and learning and counter disaffection.
3. Give a better understanding of young people’s insights and capabilities.
4. Form the basis for developing democratic principles and practice.

Opportunities to gather student voice permeate and inform all areas of college life gathered through:

1. Consultation with student groups about college courses and the college experience.
2. Evaluation of the learning experience.
3. Systematic collection and evaluation of the views of students, across the spectrum of their college experience.

Practice

Learner Voice via the student executive

1. Student executive meetings are held weekly for the elected officers.
2. Student body assembly held by the student executive on a termly basis.
3. Members of the student executive represent the college at community meetings and at meetings of the Leadership Team and Governing Body.
4. Student executive organise the recruitment of their own members, using a voting system that involves all Y12 students in the college.
5. Student executive organise their own activities and liaise to accommodate these activities on the college calendar.
6. Members of the student executive and student body take part in staff recruitment, forming an interview panel. Student feedback is also gathered, following sample lessons.
7. The Student Executive generates funds and manages how these funds are used.

9. One student rep per subject area.
10. Students are actively involved in the college “mentoring systems” such as study skills buddies.

Curriculum, Evaluation and Review

1. Learner voice feedback is gathered during departmental self-review; it is analysed and the findings are used in the review report which forms the basis for action points for the departments’ development.
2. Students contribute to school evaluation through completion of SPOCS; the analysis of their responses informs the self-evaluation form.
3. Students on occasions take the lead role in lessons in several subjects, creating and presenting resources for their peers e.g. revision CDs, presentation of topics, etc.
4. **Bi Annual Teacher Review** - Students evaluate their learning experience within each course they take on a half termly basis via the teacher review:
 - What are my teaching strengths? (E.g. very engaging, sets out what is happening for each lesson, organised, good at explaining things, knowledgeable)
 - What could I do better as a teacher?
 - Are there any topics you feel you need more help with?
5. The way the review is conducted and collated is at the discretion of the HOS depending on current individual school circumstances.
6. Learner voice panel are an integral part of staff development including the 360 degree audit.
7. Learner voice panel are incorporated in the review of new staff.
8. Students have the opportunity to talk about their own learning during a one-to-one or small group learning conversations with their tutor.
9. Peer and self-assessment for learning takes place across curricular areas to strengthen students’ commitment to their own learning and that of their peers.
10. Students nominate a member of the support staff and teaching staff for an annual award, during the leaver’s assembly.
11. Principal’s lunch. A cross-section of learners from the college are invited to lunch to discuss their experiences of teaching, learning and assessment, progress and future plans.
12. Opportunities for young people to get involved in leadership are embedded within the curriculum in course such as sports leaders and outside the curriculum in the Duke of
13. Edinburgh program.
14. Students also have the opportunity of representing the college in formal evenings and are also involved in various supporting initiatives.
15. Students are actively involved in leadership opportunities other than the Student Executive such as sports leaders and subject ambassadors.

Transfer and Inclusion

1. Students act as hosts to New Year 12 students, during their induction to the college, in new intake events.
2. Designated meeting zone for New Year 12 students is created and staffed by the student executive allowing students to meet and make new friends.