Learner Voice Policy

Version 2

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Learner Voice Policy

1. Introduction

New Collaborative Learning Trust (NCLT) is committed to involving students in its decision-making and operational management processes. NCLT firmly believes that embracing student views and offering an opportunity for students to have direct involvement in assessing and shaping their own learning experience will have a significant impact on developing the Trust's quality improvement processes and increasing student success. Student participation and representation bring life to the fundamental British value of democracy.

2. Scope of the Policy

This policy is applicable to all staff employed by the Trust and all students enrolled at its colleges.

3. Aims

- To strengthen teaching for learning and success in national qualifications
- To improve responsiveness to individual need and the student experience
- To strengthen student participation and representation
- To create a culture of learner voice and democracy

4. Benefits of Learner Voice

There are several benefits of effective learner voice to NCLT and to the students.

4.1. Benefits to the students:

- Improved participation, retention, achievement and progression
- Better feedback on the students' experience informs quality improvements
- Students become empowered, more self-confident and motivated
- Students learn the fundamental British value of democracy
- Students have the opportunity to become directly involved in social action for the benefit of others
- Services and facilities are improved to better meet the needs of students
- Identification and sharing of good practice
- Promotion of an environment of mutual respect
- Enhanced CV/personal statements for entry into higher education or employment

4.2. Benefits to the Trust:

- Improved participation, retention, achievement and progression
- Students who are more articulate and independent
- Better quality information about students' perspectives so improvements can be made
- Better decisions about resource allocation and investment

- Students who feel more involved see the Trust as a place where they belong and are motivated to put something back into their college
- Enhanced Trust reputation within the community

5. <u>Areas of Participation</u>

5.1. <u>Teaching, Learning and Assessment</u>

- ***Y12 Settling in Survey*** – through the tutorial programme during the first few weeks of term all Y12 students are asked to complete a settling in survey. It asks students' views on how they have settled into college, how they are finding their programme of study and if they have any concerns. As students must give their name, any concerns and issues can be quickly addressed by their Progress Tutor.

- ***Progress Tutor One-to-Ones*** – each term Progress Tutors will conduct one-to-one meetings with their tutees, when appropriate. This gives a chance for each student to talk about their own learning and experiences at college in a safe and supportive environment. Any issues raised can be addressed immediately by the Progress Tutor or taken to the Senior Progress Tutor for further advice.

- ***3 Question Teaching Reviews*** – each half term subject teachers ask students to evaluate their learning experience for each course they take. The review is conducted in lesson time and involves students responding anonymously on slips of paper to three simple questions:

  o What are my teaching strengths?
  o What could I do better as a teacher?
  o Are there any topics you feel you need more help with?

The way the results are collated and acted upon is at the discretion of the teacher and HOS depending on current individual school circumstances.

- ***TfL Student Perception of College (SPOC)*** – twice a year, students contribute to class teacher and whole faculty evaluation through completion of a Student Perception of Course (SPOC) survey. The 10 questions on the survey ask for students' views on the quality of teaching and learning in each of their courses. The analysis of the student responses informs teachers, HoS and Senior Leaders of the strengths of teaching and learning in each subject area, as well as areas for development. The first survey is conducted in November and the second one in March. The 10 questions ask for students' views on the learning environment, teacher subject knowledge and the pedagogy in each of their courses.

- ***Teacher Development Learning Walk Student Views –*** as part of the annual cycle of teacher development learning walks, observers take the views of students about the quality of the teaching and learning in their lessons through either discussions with a small group of students in the classroom or an online questionnaire after the lesson.

- *Subject Reviews* - as part of the Trust's quality improvement process high achieving subjects from one college are asked to review teaching and learning in another college. An integral part of these subject reviews are the discussions with students to discuss how their learning is impacted by the quality of teaching. This feedback is used to help improve outcomes in these subject areas.

- *Staff Recruitment Lesson Observations –* as part of the staff recruitment process, students' views are sought after each applicant's lesson observation and subsequently used to help inform the selection of high-quality teaching staff.

- *Reason for Leaving College Form –* any student leaving college is asked to fill in a leaving college form. One of the questions asks for the reasons behind a student's decision to leave. Responses to this question enables the college to receive feedback and act on it appropriately.

5.2. Personal Development

- *Y12 Career and Aspirations Survey -* at two points in the year (November and March), Y12 students are asked to complete a career and aspiration survey to inform next steps regarding supporting students with their progression and career aim. Students are also asked for feedback on recent tutorials covering writing a personal statement, preparing a CV and researching their next steps (HE, apprenticeships or employment).

- *Student Ambassador Programme* - the Student Ambassador Programme is aimed at students who share a passion for New College and feel able to share their knowledge and experience to motivate and encourage other young people to apply. Student Ambassadors play a crucial role in several student experience and outreach activities. This includes open day events, taster days, interview evenings and other school liaison and marketing initiatives.

- *Student-led CPD* – as part of the staff CPD offer, and if the opportunity arises, students with specific learning difficulties, such as dyslexia, maybe asked to feedback to staff on how their needs are being met in the classroom. Ideas on how their needs might be better met are presented.

- *Pastoral SPOC* - twice a year, students contribute to tutorial and whole school evaluation through completion of a Student Perception of Course (SPOC) survey. The 11 questions on the survey ask for students' views on how safe they feel in college, both from a physical and a mental well-being viewpoint. The analysis of the student responses informs Progress Tutors and Senior Leaders of the strengths of the tutorial programme and the whole-college approach to safeguarding and inclusion, as well as areas for development. The first survey is conducted in November and the second one in March.

5.3. Decision Making Groups

- *Student Executive –* the Student Executive is elected from the Y12 student body. It has a President, Vice President and a team of Executive Officers who are elected to carry out their roles during Y13. The Student Executive supports and represents the student body, making sure the collective student voice is heard in a democratic and responsible manner.

- *College Advisory Group Meetings -* at three points in the year, members of the Student Executive are invited to attend college advisory group meetings. This is a two-way process allowing advisory group members to ask questions directly to representatives of the student body, and also provide a forum for the Student Executive to express the views, opinions and concerns of the student body.

- *Equality and Diversity Group –* each college has an Equality and Diversity Group which meets regularly throughout the year to discuss important quality and diversity issues. Students are encouraged to be members of this group and attend meetings in order to share their views and opinions on how college is delivering in its key aim of ensuring fairness to all.

  - **SLT Open-Door Policy** – all students are made aware that the college Senior Leadership Team (SLT) has an open-door policy which encourages students to speak to them directly about any issues or concerns they may have.

5.4. Wider Community

- *Alumni Views –* former students are asked to complete a questionnaire as they leave college to seek their views on their experiences and how college can be improved for future generations.

- *Ofsted Learner View Survey –* during an Ofsted inspection, students are asked to respond to statements about the quality of education at the college.

- *Staff Voice Survey –* once a year staff are also asked to express their views, through a staff voice questionnaire.

6. Sharing Progress, Improvements and Changes

Colleges regularly communicate with students informing them what has been done about their feedback ("You said, we did"). This is shared in tutorial time, in lessons and in Student Executive Meetings.

7. Creating a Culture of Student Involvement

Vital to the success of a meaningful student voice policy are the skills of staff and the readiness of staff to engage in the process. The Trust's vision for student involvement includes the developing of a culture where staff listen actively to the views of students and students listen actively to the views of staff. In this way

meaningful dialogue can take place. The Trust offers work placement opportunities to students in support functions. This gives us yet another perspective on student views on how the Trust functions as an employer. The Trust contacts students who have left college to endeavour to improve its service wherever possible. In addition, college Senior Leadership Teams regularly invite students to talk with them directly in groups, or as individuals, giving a strong lead in creating an open culture.

Appendix A

TfL SPOC

1. My teacher sets a positive classroom environment in which I am encouraged to participate and feel safe if I make a mistake.
2. My teacher plans lessons that make me think hard, work hard, and be actively engaged.
3. My teacher explains ideas and concepts well, helping me to develop good understanding of the subject.
4. My teacher makes frequent links to exam questions/assessment objectives/coursework criteria, and models what high quality work looks like.
5. My teacher checks and reinforces knowledge and understanding every lesson through retrieval activities (for example quizzes, tests and verbal questioning).
6. I have a good understanding of my strengths and weaknesses, and my teacher provides clear direction about what I need to do to improve.
7. My teacher sets DIL each week, which regularly requires me to consolidate the current content, preview future content and review past content.
8. My teacher supports me to understand course-specific vocabulary, to improve my written work, and (if applicable) to read around my subject.
9. Course resources (such as booklets, worksheets and PowerPoints) in this lesson help me learn effectively.
10. My teacher expects me to organise my work and resources carefully, either digitally or in a physical folder.

Pastoral SPOC

1. Do you feel safe in college?
2. If you answered 'No' to Q1, please give your reasons.
3. Do you understand the fire evacuation and lock down procedures in college?
4. Do you feel that college understands, supports and promotes student health and well-being?
5. If you answered 'No' to Q4, please indicate what you think that the college could do differently.
6. If you have shared concerns regarding your health and well-being with your progress tutor, do you feel that they have been addressed appropriately?
7. If you answered 'No' to Q6, please indicate what you think could have been done differently.
8. Are you aware of the safeguarding team and how to contact them?
9. Have you had to speak to a member of the safeguarding team for anything?
10. If you answered 'yes' to the previous question. Please explain whether you felt that your concerns were dealt with effectively?
11. Do you feel that the college respects and promotes equality and diversity?
12. Would you recommend New College to students in Year 11?
13. The Prevent Agenda was covered in tutorials. Are you aware of the local threats to young people in Bradford/Doncaster/Wakefield?

Settling-in Survey

1. Overall, how well have you settled into college on a scale of 1-5, where 1 is I don't feel settled, and 5 is I feel very settled in college.
2. How settled do you feel on your chosen programme of study in college on a scale of 1-5, where 1 is I don't feel settled, and 5 is I feel very settled in college.
3. Have you found it easy to make friends and meet new people at college? Tick all that apply to you.

   - I've stayed mainly with my friends from High School
   - I've made new friends
   - I haven't made any new friends
   - It concerns me that I haven't yet made new friends

4. Do you have concerns or worries since starting college? If so, please can you give more details.
5. Is there any information or support you would like to help you feel more settled at college?
6. What is your tutor code (e.g. SB1)

Career and Aspiration Survey

1. Do you have any job or career in mind?
2. Which of the following progression routes do you intend to apply for in Y13?

- University
- Apprenticeship
- Employment
- Other
- Unsure

1. Is there anything related to careers and your next steps that you feel you need help with? If so, please give details.
2. Please give feedback on the following tutorial sessions (very useful, useful, not useful, did not attend).

- Tutorial – Researching your next steps
- Tutorial – Writing personal statements
- Tutorial – Preparing your CV

Ofsted Learner View Survey

1. My course or programme meets my needs
2. I receive the support I need
3. I am treated fairly by the college's or organisation's staff
4. Lessons and training sessions are delivered in a way that helps me build on my existing knowledge
5. I am given feedback that helps me to improve

6. My course or programme is preparing me for what I want to do next
7. I have access to the resources that I need to do well on my course or training
8. The college or organisation has created a safe, disciplined and positive environment for me to learn
9. I am well informed by the college or organisation about the career choices available to me and understand what I need to do to succeed in my chosen career
10. I am able to give my views about things that affect me and feel listened to
11. You will also be asked:
12. Would you recommend this college or organisation to a friend? (Yes or No)
13. What does the college or organisation do well? (free text)
14. What could your college/organisation do to improve? (free text)
15. What is it like to be a learner at this college or organisation? (free text)