



ENDON HIGH SCHOOL STUDENT VOICE POLICY

Aims

The belief that

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

Hodgkin Partnerships with pupils 1998

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.”

Edwards and Hattam

Using Students as Researchers in Educational Research 2000

Principles

Student 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 school 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 school life gathered through:

1. Consultation with student groups about things that matter in school.
2. Evaluation of the learning experience.
3. Systematic collection and evaluation of the views of pupils, across the spectrum of their school experience.

Practice

Student Voice Programmes

1. School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.
2. Members of the School Council represent the school at community meetings and at meetings of the Leadership Team and Governing Body.
3. School Council organise the recruitment of their own members, using a voting system that involves all pupils of the school, ensuring representation of all year groups.
4. School Council organise their own activities and liaise to accommodate these activities on the school calendar.

5. Members of the School Council take part in staff recruitment, forming an interview panel. Student feedback is also gathered, following sample lessons.
6. The School Council generates funds and manages how these funds are used.
7. Eco Buddies provide information about the impact of their work on the school, as a whole, through a section of the school's website. The web pages are written and updated by students.
8. The Eco Buddies manage and update display areas around school to promote their work.
9. On occasions, Eco Buddies write and present assemblies to the school community to update on progress as an Eco-School.
10. Pupils are actively involved in the school "buddy systems" such as reading buddies; writing buddies; study skills buddies.
11. Pupils are actively involved in leadership opportunities other than the school council such as sports leaders; subject ambassadors; dance leaders
12. Pupils are actively involved in the Endzone activities such as running clubs and also keeping of attendance records.

Curriculum, Evaluation and Review

1. Student 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 a questionnaire; 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. Students evaluate their learning experience during Personal, Social & Health Education, and during Year 11 Revision Skills sessions designed to foster students' awareness of how they learn.
5. Awareness of how students learn, to promote self-awareness, is raised through a planned assembly programme.
6. Pupils have the opportunity to talk about their own learning during a one-to-one or small group learning conversations with their tutor, once a term.
7. Peer and self-assessment for learning takes place across curricular areas to strengthen pupils' commitment to their own learning and that of their peers.
8. Students nominate a member of the support staff for an annual award, during the school's Prize Evening.
9. DTLs are encouraged to use pupil observers as part of the department self review programme.
10. 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 extended schools.
11. Pupils also have the opportunity of representing the school in formal evenings and are also involved in various supporting initiatives such as "buddies" and "super buddies"

Transfer and Inclusion

1. Students act as hosts to Year 6 pupils, during their induction to the school, in new intake events.
2. Upper school students act as mentors to Year 7 pupils to help integration
3. On occasions Year 7 pupils visit their old primary school during the last term to reflect on their experiences and provide a role model to younger pupils.

Reviewed by Governors – October 2015

To be reviewed every 3 years – next review October 2018