


Student Voice Policy

Ellesmere Port Catholic High School



Approved by:	Mr J Coucill, Chair of Governors 
Lead of Review:	Mr M Hughes, ECC and Assistant Headteacher
Last reviewed on:	November 2023
Next review due by:	November 2024

Purpose

This policy sets out the framework for a clear and consistent approach to the use of student voice in the life of the school. This includes the variety of ways in which pupil participation can be employed to make improvements.

Principles

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

- Enable pupils to make a positive contribution to their learning environment.
- Increase engagement with learning and the life of the school and counter disaffection.
- Give a better understanding of young people's insights and capabilities.
- Form the basis for understanding democratic principles and the development of participatory practice.

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

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

Practice

Student Voice Programmes

Student Voice is calendared to take place throughout the academic year:

- Autumn Term – each department will survey 2x classes per year group, asking 3 pre-prescribed questions from QofE team, and then questions relating to department priorities and potential changes. Whole-school pupil voice to take place – questions about each area.
- Spring Term – You Said, We Listened slide at department level for each year group. You Said, We Listened slide to whole-school through afternoon form time with feedback from pupil voice.
- Summer Term - each department will survey 2x classes per year group, asking 3 pre-prescribed questions from QofE team, and then questions relating to department priorities and any changes/evaluations from the autumn term pupil voice and priorities for the next academic year. Whole-school pupil voice to take place – questions about each area, related to autumn term pupil voice and priorities for the next academic year.
- Deep Dives with small groups of pupils to take place in different areas, where applicable and appropriate throughout the academic year.
- School Council meetings are scheduled on the school calendar and take place periodically throughout the school year.

- Members of the School Council represent the school at meetings of the Senior Leadership Team and the Governing Body.
- School Council organise their own activities and liaise to accommodate these activities on the school calendar.
- Members of the School Council take part in staff recruitment, forming an interview panel.

The School Council manages how their funds are used. Curriculum, Evaluation and Review

- Student voice feedback is gathered as part of quality assurance processes at whole-school and departmental level (please see above for calendared timetable).
- Feedback from pupils is used alongside other data in developing departmental self-review; it is analysed and published in the report which forms the basis for action points for the department's development.
- Students contribute to school evaluation through completion of questionnaires; the analysis of their responses informs the self-evaluation form.
- Students take a lead role in lessons in several subjects, creating and presenting resources for their peers eg presentation of topics, etc.
- Students evaluate their learning experience in classrooms and for aspects of provision (e.g. PSHCE and revision) so that their voice is heard in evaluation and efforts in improvement.
- Pupils have the opportunity to talk about their own learning during a small group learning conversations with their teachers and form tutors.
- Through peer and self-assessment in day-to-day lessons pupils' commitment to their own learning is strengthened.
- Opportunities for young people to get involved in leadership are embedded within the curriculum (e.g. sports leaders and science leaders) and outside the curriculum (e.g. engage projects, mini-DASH).
- Pupils also have the opportunity of representing the school in formal evenings and are also involved in supporting various initiatives as guides and 'buddies'.

Transfer and Inclusion

- Students act as hosts to Year 6 and Year 5 pupils, during their induction to the school, in new intake events.
- Students are involved in transfer activities such as 'Building Bridges Day'.
- Sixth form students act as mentors to year 7 pupils to help integration.