

## 2a: Student Voice

Done/being done

Ongoing - or may need embedding

Not completed

Strategy	Actions	Led By	Resources	Expected Results	Evaluation/Next Steps
Student assessment capability developed	<ul style="list-style-type: none"> <li>● Teachers collect student voice regularly on the following:               <ul style="list-style-type: none"> <li>○ Where am I going? What are my goals?</li> <li>○ How am I going? What progress is being made towards the goal?</li> <li>○ Where to next? What activities need to be undertaken next to better progress?</li> </ul> </li> <li>● Teachers use this information to inform teaching and learning programmes</li> <li>● Self assessment used for most learning. Information from this is used by teachers for teaching and learning purposes</li> <li>● Students regularly and strategically reflect on own progress and set goals</li> <li>● Teachers use formative assessment practices to record and monitor student progress in this area</li> <li>● Student voice (on assessment capability) built into OTJs</li> <li>● Moderation held, at least once a term, on student assessment capability at team meetings.</li> <li>● Moderation held on student assessment capability twice a year at staff meeting</li> <li>● Continued modification and development of <a href="#">Assessment Capable Learners at Clevedon School</a> document</li> </ul>	Leadership & Teachers	<p>Time at team and staff meetings</p> <p>Time - to strengthen practice 1:1 with teachers if necessary</p>	<p>Students know where they are going, how they are going and where to next (year 1-8) as evident on student voice gathering sheets</p> <p>Evidence from formal observations and student voice gathering sheets that students co-construct learning intentions using assessment data (year 6-8).</p> <p>Students use the progressions to discuss their learning as evident in student voice gathering sheets and sample group interviews.</p> <p>Improved knowledge and use of assessment tools by students, such as asTTle by year 6-8 students (as evident in student voice gathering sheets).</p> <p>Modified document 'Assessment Capable Learners at Clevedon School'.</p> <p>Teacher planning shows it is informed by student voice.</p>	<ul style="list-style-type: none"> <li>● Continued modification and development of <a href="#">Assessment Capable Learners at Clevedon School</a> document</li> <li>● Regular collection of student voice by leaders to focus on this area.</li> <li>● Evidence from formal observations and student voice gathering sheets that students co-construct learning intentions using assessment data (year 6-8).</li> <li>● Students use the progressions to discuss their learning as evident in student voice gathering sheets and sample group interviews. (this should go with appraisal expected outcomes)</li> <li>●</li> </ul>
Increased focus on	<ul style="list-style-type: none"> <li>● As above and...</li> <li>● Regular collection of student voice by</li> </ul>	Leaders and teachers	Time	Assessment capability of target students strengthened as	<ul style="list-style-type: none"> <li>● Assessment capability of target</li> </ul>

strengthening assessment capability of target students.	<ul style="list-style-type: none"> <li>leaders to focus on this area.</li> <li>Special learning programmes, such as ALL to include a strong component on collecting and using student voice.</li> </ul>			evident on student voice gathering sheets	students strengthened as evident on student voice gathering sheets
Develop teacher professional knowledge and use of student voice.	<ul style="list-style-type: none"> <li>PD from Cognition Education on student voice, teacher mindframes and feedback</li> <li>Systematic building of student voice into assessment processes</li> <li>Appraisal goal to focus on the use of student voice to inform teaching and learning</li> <li>Classroom visits by leaders to collect student voice on assessment capability and other focus areas</li> <li>Focus of appraisal and observation discussions to be shifted to <ul style="list-style-type: none"> <li>What is the student voice telling me?</li> <li>How will I use it to inform my teaching?</li> <li>How have I used it to inform my teaching and what has been the impact?</li> </ul> </li> </ul>	Leaders and teachers	\$1500  Time for leaders to gather and analyse student voice	Teacher use of student voice increased as evident in planning, appraisal reflections and formal observations.	<ul style="list-style-type: none"> <li>Focus of appraisal and observation discussions to be shifted to <ul style="list-style-type: none"> <li>What is the student voice telling me?</li> <li>How will I use it to inform my teaching?</li> <li>How have I used it to inform my teaching and what has been the impact?</li> </ul> </li> <li>Teacher use of student voice increased as evident in planning, appraisal reflections and formal observations.</li> </ul>
Collect and use student voice on school's learning attitude to monitor shifts in understanding of what good learners do	<ul style="list-style-type: none"> <li>Re-interview the sample group from 2014 (sample group A) about what makes a good learner and compare with 2014 interviews</li> <li>Continue collecting student voice (filming) on the selected group in terms 3 and 4</li> <li>Report back findings at staff meetings</li> <li>Set goals on what needs to be improved at team level and/or staff meetings</li> </ul>	Leaders and teachers	Time at staff meetings	Students use the learner dispositions at the 3 Way Conferences in term 3.  The gap between what teachers believe make good learners and students say is closed (sample group videos and teacher voice)	
Student voice is used as part of teacher appraisal process	<ul style="list-style-type: none"> <li>Set up systems for collecting this feedback</li> <li>Collaborate with staff and students to create the questions and criteria for this feedback</li> </ul>	Leadership  Teachers	Time at staff meetings to develop the criteria	Students feed into teacher appraisal.	

## Strategic plan

Key focus	Current reality	2015	2016	2017	3 year outcome
<p>1b. Student Voice</p> <p>Clear systems of gathering and using student voice are developed and implemented.</p>	<p>Student voice is collected regularly by school leaders and used as part of feedback to teachers.</p> <p>A small pocket of teachers use student voice focussed on learning on a regular basis to inform teaching and learning.</p> <p>Student voice is collected by school leaders by using focus group interviews or 1:1 to gauge development of key learning e.g. digital citizenship, what makes a good learner.</p>	<p>Student voice on assessment capability is collected, used and moderated by most teachers with an emphasis on developing target students assessment capability.</p> <p>Assessment capable learners progressions are reviewed, refined and further developed.</p> <p>Student voice on other key areas is collected and used e.g. on school decisions, on the development of learner attitudes.</p>	<p>Student voice on assessment capability is collected, used and moderated by all teachers and there is evidence that all teachers use this information to change and inform planning.</p> <p>Assessment capable learners progressions are reviewed, refined and further developed <b>and strategically used with students.</b></p> <p>Strategic systems developed for the formal gathering and tracking of student voice at a class and school wide level.</p>	<p>Review against Visible Learning matrix to update action plan.</p> <p>Strategic systems in place for the formal gathering and tracking of student voice at a class and school wide level.</p>	<p>Student voice is used to inform teaching and learning (Measurement tools: student voice gathering sheets and analysis, planning, appraisals, anecdotal records on student voice on wider school decisions)</p>