

# Student Voice Activities

## 2016

*Our definition of “Student Voice” is the intentional collection and use of students’ thinking and feedback on their learning and using these voices to inform and improve teaching, learning and school-wide decision-making.*

These activities are the organised school wide ones. They are not the only activities that take place in order to gather, analyse and use student voice.

### 1. Classroom based for planning purposes

**Purpose:** To gauge teacher and programme impact and see if there is an alignment between what is being taught and what students understand

**Mode:** Various

**Questions:**

- Various but centered around students ability to know:
  - Where am I going? What are my goals?
  - How am I going? What progress is being made towards the goal?
  - Where to next? What activities need to be undertaken next to better progress?
- There should be regular evidence that teacher are gathering data on the above questions and using the responses to inform teaching and learning
- Teachers seeking feedback from students on own teaching, programme, content, class setup etc.
- Implementation of our assessment timeline/guidelines around student voice on assessment capability
- Clear systems implemented to meet the school assessment guidelines (particular focus on monitoring learning of success criteria on a day to day basis)
- Using student voice on assessment capability **to inform teaching and learning**
- Students reflecting *and use of the responses to inform teaching and learning*
- Strengthening of teacher feedback to students
- Explicit teaching of how to give effective feedback

Also see [Assessment Capability at Clevedon School](#) Matrix

**Interviewer:** Teacher

**Analysis:** Teacher to keep anecdotal notes of the student voice gathered. Assessment capability matrix to be used to gauge student capability.

Moderation at team level prior to OTJs.

**Note:** Assessment capability (as evidenced by student voice) to be used to make an OTJ in reading, writing and maths.

Teachers to have own SMART goal around gathering, analysing and using student voice to develop assessment capability.

## 2. Individual interviews - Assessment capability

Regularly carried out by TL on class visits (at least twice a term). Teachers encouraged to carry out own interviews

**Purpose:** To gauge our students' assessment capability and adjust teaching programmes accordingly.

**Mode:** 1:1 interview

**Questions:**

- What are you learning in this lesson (or... e.g. in writing)?
- How will you know if you are successful (success criteria)?
- Why are you doing this task/this learning? (Purpose: do they know why or how this task will help them with their overall learning/goals)
- Which learner dispositions are you displaying in this learning? How?
- What are you doing really well in (insert subject)? How do you know (ask for evidence)?
- What is your next learning goal to progress in (insert subject)?
- What can your teacher do to help you in (insert subject)?

**Interviewer:** Team leaders, also teachers to use for own self

**Analysis:** To take place by teacher, then team, then leadership team

Each class teacher will complete their own reflection/so what activity using [this template](#) at least once per term.

The team will also reflect together to look for general trends and where to next using [this template](#) at least twice a year.

**Note:** Interviewer to change who is interviewed each time - focus on target students at once per term

## 3. Focus group

At least once a year interview approximately 8 students from each class.

**Purpose:** To understand what our students think about certain aspects of their learning

**Mode:** Video interview

**Questions:** Questions from 2014 and analysis can be [found here](#) - From 2015 can be found [here](#). 2016 recording sheet can be [found here](#).

Year 0-3	Year 4-8
<p><u>General classroom</u></p> <ul style="list-style-type: none"><li>• What do the best learners in our school do differently to other learners?</li><li>• Are the best learners the same as the people who get the highest grades or are in the highest groups?</li><li>• Do you have learning groups in your class? How do they work?</li><li>• How is the timetable in your class organised? Does it help you with your learning? How?</li><li>• What do you do in class when you don't understand something or don't know what to do?</li><li>• What does your teacher do that's helpful to your learning?</li></ul>	<p><u>General classroom</u></p> <ul style="list-style-type: none"><li>• What do the best learners in our school do differently to other learners?</li><li>• Are the best learners the same as the people who get the highest grades or are in the highest groups?</li><li>• Do you have learning groups in your class? How do they work?</li><li>• How is the timetable in your class organised? Does it help you with your learning? How?</li><li>• What do you do in class when you don't understand something or don't know what to do?</li><li>• What does your teacher do that's helpful to your learning?</li></ul>

<ul style="list-style-type: none"> <li>• What would you like your teacher to know about how you learn?</li> </ul> <p><u>Feedback/assessment capability</u></p> <ul style="list-style-type: none"> <li>• Have you had any assessment tasks or tests lately? How did you do? Did your teacher talk to you about your results? Did the assessment help you with your learning?</li> <li>• Do you get feedback from your teachers and other students about your learning? Do you understand it?</li> <li>• How would you describe the feedback you receive? <ul style="list-style-type: none"> <li>■ Is it helpful/useless?</li> <li>■ Is it good advice?</li> <li>■ Sound like improvement</li> <li>■ Is it encouraging/negative?</li> <li>■ Does it make you feel like giving up or improving?</li> </ul> </li> </ul> <p><u>General school wide</u></p> <ul style="list-style-type: none"> <li>• Do you feel that you have a voice in the school? That you are listened to?</li> <li>• Do children in your class, sometimes not follow the rules? What does your teacher do when this happens?</li> <li>• Any other suggestions or Any other comments</li> </ul> <p><u>Te reo</u></p> <ul style="list-style-type: none"> <li>• What feedback would you have for Whaea Ani about how your learn in te reo Maori?</li> <li>• Do you use te reo in your class at other times with your classroom teacher?</li> </ul>	<ul style="list-style-type: none"> <li>• What feedback would you have for your teacher around how you learn in your class?</li> </ul> <p><u>Feedback/assessment capability</u></p> <ul style="list-style-type: none"> <li>• Have you had any assessment tasks/tests recently? How did you do? Did you teacher talk to you about your results? Did the assessment help you with your learning?</li> <li>• Do you get feedback from your teachers and other students about your learning? Do you understand it?</li> <li>• How would you describe the the feedback you receive? <ul style="list-style-type: none"> <li>■ Is it helpful/useless?</li> <li>■ Is it good advice?</li> <li>■ Sound like improvement</li> <li>■ Is it encouraging/negative?</li> <li>■ Does it make you feel like giving up or improving?</li> </ul> </li> </ul> <p><u>General school wide</u></p> <ul style="list-style-type: none"> <li>• Do you feel that you have a voice in the school? That you are listened to?</li> <li>• Do children in your class, sometimes not follow the rules? What does your teacher do when this happens?</li> <li>• Any other suggestions or Any other comments</li> </ul> <p><u>Te reo</u></p> <ul style="list-style-type: none"> <li>• What feedback would you have for Whaea Ani about how your learn in te reo Maori?</li> <li>• Do you use te reo in your class at other times with your classroom teacher?</li> </ul>
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**Interviewer:** Senior leadership team member (1 person to do whole lot for consistency sake)

**Analysis:** The interviewer will put together a document of recurring themes from all the interviews. These will be discussed with staff. Teams will be encouraged to watch the videos of classes in their teams (however, see the note below).

Each class teacher will complete their own reflection/so what activity using [this template](#). The team will also reflect together to look for general trends and where to next using [this template](#).

**Note:** Videos will be shared with each teacher involved and not with other staff members. Each teacher may choose to share with others or team if they are comfortable doing so.

#### 4. 1:1 interviews - Learner dispositions (set sample group)

Twice a year (terms 2 early and term 3 late), interview [set group of students](#).

**Purpose:** To gauge if the learning around the learner dispositions is having an impact and if the gap between what teachers think makes a good learner and the message student receive is closing.

**Mode:** Video responses

**Question:** What makes a good learner?

**Interviewer:** Senior leadership team member (1 person to do whole lot to ensure consistency)

**Analysis:** Each class teacher will complete their own reflection/so what activity using [this template](#). The team will also reflect together to look for general trends and where to next using [this template](#).

Actions from this, can be added to the team's 'who we are' unit.

## **5. Moderation of student assessment capability**

To be done in teams - discussed at leadership meeting

Two weeks before OTJs are due.