

<b>Policy Title:</b>	<b>Student Voice</b>
<b>Policy Reference:</b>	<b>TOA119</b>
<b>Description:</b>	<b>This policy describes the opportunities and mechanisms within the Academy for students' to make suggestions and share their opinions on aspects of Academy life</b>
<b>Status:</b>	<b>Non-Statutory</b>
<b>Category:</b>	<b>Student</b>
<b>Contact:</b>	<b>Name: Ms S Norcliffe Title: Vice Principal, Teachers Tel No: 01865 774311</b>
<b>Version:</b>	<b>V1.0</b>
<b>Other relevant TOA polices:</b>	<b>None</b>
<b>Adopted by the Governing Body on:</b>	<b>6 July 2010</b>
<b>Date for Review:</b>	<b>July 2012</b>

## Change Record

<b>Version</b>	<b>Date</b>	<b>Description</b>
1.1		
1.2		
1.3		
1.4		

# Index

		Page
1.	<b>Rationale</b>	<b>4</b>
2.	<b>Aims of the Policy</b>	<b>4</b>
3.	<b>Principals of an Effective Student Voice</b>	<b>5</b>
4.	<b>Roles and Responsibilities</b>	<b>5</b>
5.	<b>Student Voice and Leadership Activities</b>	<b>7</b>
6.	<b>Surveys</b>	<b>8</b>
7.	<b>Curriculum Plans</b>	<b>9</b>
8.	<b>Monitoring, Evaluation and Review</b>	<b>9</b>
	<b>Appendix: Job Descriptions for Leadership Roles</b>	<b>10</b>

## THE OXFORD ACADEMY

The Oxford Academy is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

We aim to build a community clearly based on a Christian ethos, recognising the integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution and protect the vulnerable. We are committed to justice and compassion. Mutual respect and trust are central within the Academy.

Our vision for The Oxford Academy is based on the following beliefs:

- Education matters in society: the provision of a well ordered, stimulating learning environment is a common right for all our children
- The Academy should articulate social and moral values and respect for others, irrespective of their class, gender, race or religion
- The Academy will promote the highest achievement in youngsters, irrespective of their abilities or self-expectations. Competition and collaboration are both equally important to learning. The aspirations of all our students will be nurtured
- The Academy will celebrate students' achievements and challenge fixed notions of ability. We will value and reward young people's verbal, practical, academic, sporting, artistic and leadership skills
- An effective and flourishing Academy should be "public" rather than "private", explaining to parents what is being taught and how the curriculum is being interpreted. It should be open to praise and constructive feedback in a genuine spirit of partnership
- An effective Academy should work closely with neighbouring schools to improve opportunities for children and young people
- The work of the Academy will be underpinned at all times by its ultimate aim – to improve standards, achievement and the life chances of young people. The Oxford Academy is, first and foremost, a place of high quality learning and teaching for young people aged 11-19

This policy, and its associated procedures and protocols, is based on these key principles.

## **1. Rationale**

The Oxford Academy is an Academy built on Christian values and, as such, believes that all members of its community are of equal value and invaluable worth. At The Oxford Academy we believe that all students are entitled to contribute actively in shaping the educational experience they and their fellow students receive. Effective delivery of this policy will give them the opportunity to do so. As well as assisting in young people's learning and social development, such student involvement is also of active benefit to the Academy's performance. The Leadership Centre at The Oxford Academy is committed to placing Student Voice at the centre of lesson planning, design of the wider curriculum and all areas of Academy life. It aims to promote leadership development in all aspects of Academy life.

Student Voice is the set of systems through which young people are enabled to give their opinions and suggestions on Academy life in an open, honest, secure yet constructive way. Student leadership enables students to actively participate in the day-to-day running and the improvement and development of their Academy.

## **2. Aims of the Policy**

- a) To facilitate active student engagement in learning and the wider life of the Academy community
- b) To nurture the skills and attitudes required to develop responsibility, independence, teamwork and communication skills through positive relationships between students and staff
- c) To embed a culture where students have high expectations of themselves, their peers and Academy staff
- d) To use our specialism in Sport in order to develop students' leadership capacity and decision-making skills
- e) To design appropriate curriculum, enrichment and extracurricular opportunities for students to formally voice their views within and beyond the curriculum

### **3. Principals of an Effective Student Voice**

- a) A safe environment where students' views are collected in a structured way
- b) Clear parameters about the areas of Academy life where Student Voice is appropriate and useful
- c) Visible outcomes to Student Voice exercises
- d) Academy staff, particularly teachers, feeling secure about and supportive of the Student Voice policy
- e) A shared understanding of expectations and standards
- f) A common language of learning amongst all members of the Academy community
- g) Students who are empowered to be active learners.

### **4. Roles and Responsibilities**

#### **4.1 Students**

- a) To take on formal and informal opportunities for leadership within the Academy
- b) To engage fully in their learning, develop a fuller understanding of their own progress and the importance of their contribution to the Academy's development
- c) To take part constructively and responsibly in self and peer assessment exercises and in the evaluation of Academy activities (including teaching and lessons)
- d) To contribute to Student Council discussions, improve verbal communication and discussion skills and develop their ability to negotiate, compromise and operate as effective team members
- e) To take responsibility for their environment, academic progress, involvement in wider Academy life and behaviour.

## **4.2 Parents and Carers**

- a) To support the policy by encouraging their children to be active and constructive participants in Student Voice and leadership activities.

## **4.3 Staff**

- a) To be comfortable about receiving ideas, suggestions and constructive criticism from students and respond proactively
- b) To regularly seek student feedback regarding learning and teaching activities and other aspects of Academy life through formal (eg questionnaires/surveys) and informal (eg conversations) means to encourage and make use of Student Voice
- c) To use a wide range of Assessment for Learning techniques, in particular self and peer assessment, to encourage debate about targets, progress and standards
- d) To embed learning to learn strategies through lesson planning and delivery
- e) To offer students the opportunity to contribute to the planning, delivery and resourcing of lessons or parts of lessons (eg starter, case study or plenary) on a regular basis

## **4.4 Curriculum/Subject Leaders**

- a) To ensure Assessment for Learning, learning to learn and opportunities to increase independent learning skills are embedded in schemes of work and resources
- b) To use student feedback as a key strategy to monitor and evaluate the quality of learning and teaching
- c) To promote opportunities for students to take ownership of their learning

## **4.5 The Academy Leadership Team**

- a) To provide every student with the opportunity to contribute to Student Voice activities
- b) To devise clear structures and systems to promote Student Voice

- c) To provide a budget to properly resource Student Voice activities
- d) To use regular student feedback data to inform planning, learning and teaching strategies and wider Academy life
- e) To use assemblies to promote the work of the Student Council

#### **4.6 Associate Staff**

- a) To understand the importance of Student Voice in the life of the Academy
- b) To effectively carry out Student Voice surveys which fall within their remit (eg restaurant provision, coaching roles)
- c) To act upon the outcomes of Student Voice surveys which impact upon their area of responsibility

#### **4.7 Governors**

- a) To support projects and development of the Student Voice policy
- b) To request a Student Voice update as part of the Principal's Report once each academic year through formal presentation supported by more informal understanding through attendance and meeting with student representatives

### **5. Student Voice and Leadership Activities**

#### **5.1 Prefect Team**

This team of students contributes to the smooth and harmonious running of the Academy throughout the day and at Academy events and in other ways as required. They will help ensure high standards of behaviour and complement the work of staff in this area. Students demonstrating mature and exemplary Academy conduct will be encouraged to apply for posts in this team.

## **5.2 Student Council**

The Student Council is fundamental to the Student Voice. It provides a formal forum for students, through elected representatives, to voice concerns, discuss issues and make suggestions about whole Academy issues. This body will be democratically elected from each tutor group and will also have the Academy Sport Ambassadors.

## **5.3 Lead Learners**

Students are trained to take part in classroom learning observations, giving feedback to and discussing learning outcomes with staff as appropriate.

## **5.4 Tour Guides**

Tour guides are trained to host visitors and show them around the Academy.

## **5.5 Receptionists**

Year 7 and 8 students take part in a rota to support the Academy reception.

## **5.6 Interview Panel Members**

All candidates for teaching and leadership posts at the Academy will be interviewed by a panel of students.

## **5.7 Sports Leaders**

Students will be provided with opportunities to train as sports coaches and assist with sport in the Academy and in the local community including feeder primary schools.

## **6. Surveys**

All students will have the opportunity to express their views, suggestions, ideas and concerns about Academy life through regular questionnaire surveys, the suggestions box or by contacting members of the Leadership Team directly. All students are encouraged to take full advantage of the Student Voice opportunities available within the Academy.

## **7. Curriculum Plans**

Every curriculum plan, throughout all key stages, will include cross-curricular activities to deliver Citizenship and PSHCE. Within these activities there will be a range of Student Voice centred skill-development and it is through this mechanism that all faculty and curriculum areas will contribute to the development of Student Voice.

Assessment for Learning and Learning to Learn are fundamental to the planning of lessons in all curriculum areas and are foundations for the effective development of Student Voice.

## **8. Monitoring, Evaluation and Review**

The Governing Board will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

## Appendix: Job Descriptions for Leadership Roles

### Student Prefect

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• positive and organised</li> <li>• creative</li> <li>• reliable and mature</li> <li>• supportive of others</li> <li>• good at time management</li> <li>• observant and able to identify potentially difficult situations</li> <li>• able to build good relationships with other students and staff</li> <li>• good at problem solving</li> <li>• able to show initiative</li> <li>• able to communicate clearly</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• assist staff with their duties</li> <li>• mediate between students and guide them in resolving issues</li> <li>• promote good behaviour and respect for others</li> <li>• act as the “Face of the Academy” at events and to represent the student body to the media when necessary</li> <li>• assist the Year 7 School with activities and workshops during their transition phase</li> <li>• welcome and assist visitors at parents evenings and other Academy events</li> <li>• support the Heads of School in managing the student body</li> <li>• act as tour guides and student links with the new build</li> </ul> <p><b>Training will be provided</b></p>

### Student Council Representative

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• responsible and reliable</li> <li>• good at debate, decision making and finding solutions</li> <li>• fair: able to represent others’ views</li> <li>• good listener and communicator</li> <li>• willing to give up own time</li> <li>• able to get on well with others</li> <li>• independent as well as a good team player</li> <li>• empathetic to others’ needs</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• find out and represent the views of other students</li> <li>• research and lead projects</li> <li>• raise awareness on important issues</li> <li>• deliver presentations to students, staff and parents</li> <li>• take part in decision making</li> <li>• develop reasoned arguments</li> <li>• work in a team</li> </ul> <p><b>Training will be provided</b></p>

## Learning Leader

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• interested in learning and contributing to its effective delivery</li> <li>• willing to find out about and use different research methods (eg interviews/observations/questionnaires)</li> <li>• willing to work out what different evidence / data might give us</li> <li>• able to communicate clearly through written or oral presentation</li> <li>• able to adhere to a code of conduct eg knowing what information needs to be kept confidential</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• investigate different aspects of learning at the Academy</li> <li>• develop a deeper understanding of effective learning techniques</li> <li>• carry out a research project</li> <li>• analyse data / evidence</li> <li>• suggest what needs to happen next</li> <li>• have input into action plan proposals addressing areas of improvement</li> <li>• present findings to staff / students / parents through written or oral reports</li> </ul> <p><b>Training will be provided</b></p>

## Tour Guide

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• positive about meeting new people</li> <li>• thoughtful when communicating information and views</li> <li>• confident in their knowledge of the Academy</li> <li>• reliable</li> <li>• responsible</li> <li>• able to communicate clearly and politely</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• meet and greet visitors to the Academy</li> <li>• plan a tour</li> <li>• provide information to promote the Academy</li> <li>• answer questions</li> <li>• reinforce the ethos, values and positive reputation of the Academy</li> </ul> <p><b>Training will be provided</b></p>

## Receptionist

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• positive about meeting new people</li> <li>• courteous</li> <li>• resourceful</li> <li>• reliable</li> <li>• responsible</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• meet and greet visitors to the Academy</li> <li>• carry out a range of administrative tasks</li> <li>• work with office staff and teachers</li> </ul> <p><b>Training will be provided</b></p>

## Interview Panel Member

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"> <li>• reliable</li> <li>• good at asking questions</li> <li>• able to make candidates feel welcome</li> <li>• able to use information to make a fair assessment</li> <li>• thoughtful in providing clear feedback supported by reasons</li> <li>• able to keep all information confidential</li> </ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"> <li>• understand the interview process</li> <li>• work with an interview panel to agree interview questions</li> <li>• discuss the criteria – what is expected of a candidate e.g. the specification</li> <li>• meet candidates who have applied for posts (jobs) in your school</li> <li>• conduct an interview</li> <li>• provide feedback with members of the interview panels</li> </ul> <p><b>Training will be provided</b></p>

## Sports Leader

Person Specification	Job Description
<p><b>Suitable candidates will be:</b></p> <ul style="list-style-type: none"><li>• reliable</li><li>• organised</li><li>• enthusiastic, motivated</li><li>• able to communicate clearly</li><li>• able to inspire people to get involved in sports activities</li><li>• role models</li><li>• able to work with others</li><li>• able to encourage fit and healthy lifestyles</li></ul>	<p><b>Successful candidates will have the opportunity to:</b></p> <ul style="list-style-type: none"><li>• train as a sports leader</li><li>• work with the PE department to gain experience</li><li>• put their skills into practice in the Academy and community</li><li>• take responsibility for developing themselves and others</li></ul> <p><b>Training will be provided</b></p>