



Pupil Voice Policy

What is Pupil Voice At West Lodge School

At West Lodge School the term 'pupil voice' refers to ways of listening to the views of pupils and / or involving them in decision making, involving them in their own/others' learning and addressing issues which affect their experiences in school.

At West Lodge we take 'pupil voice' seriously and ensure that we utilise what we have in place to involve the children in the decisions which will improve the school now and in the future.

We believe that children should be active participants in their own learning and that all their opinions should be heard and valued. We actively seek out ways in which their voice can be heard for the improvement and development of all aspects of school life and the provision offered.

Opportunities For Pupil Voice At West Lodge School

There are a wide range of approaches used across school to support pupils of all ages and abilities to engage in pupil participation and to promote pupil voice. These include:

- School Council – representatives are elected twice a year.
- Peer assessment / pupil assessment of own/others' learning
- Pupil questionnaires and interviews, and wellbeing surveys are taken annually in Years 5 and 6

SEND and those identified as exceedingly able have input into their IEPs and complete Pupil Views surveys

- Suggestion and thank you boxes
- Consulting with pupils about their targets and progress
- Central to our SEND provision and enrichment for those identified as Exceptionally Able is pupil feedback & pupil voice.
- Subject coordinator monitoring to inform curriculum development
- A formal cycle of SLT meetings with randomly chosen pupils covering wellbeing, anti-bullying and all curriculum areas

The Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their opinions. Pupils are encouraged to reflect on their own learning against metacognition values and identify future goals in collaboration with teachers and support staff. They also have opportunities to input and plan for specific tasks and activities.

Formal Curriculum Feedback

A formal cycle for curriculum monitoring involving the SLT and subject coordinators is in place. During the Autumn and Summer terms each SLT member, comprised of the Head, Deputy and Assistant Head, will meet with pupils from Years 1-6 to seek their feedback regarding each curriculum area. Other areas of focus are wellbeing, which includes equal opportunities and inclusion, and anti-bullying as a discrete theme. The pupils' feedback is recorded and logged using set proformas and issues are followed up and shared with coordinators.

As part of the two-year subject coordination cycle, coordinators seek feedback about their subject as part of their curriculum monitoring. This is key in developing and adapting the curriculum.

School Council

Pupils often have the chance to feedback to either their school council representative and to suggest ideas or activities which may improve the way a topic is delivered. The school council promotes democracy, leadership and mutual responsibility. Elected class representatives meet at least fortnightly with new representatives elected twice a year.

The School Council Provides:

- A positive forum for pupil voice
- Structured opportunity for pupil-leadership
- Pupils with an insight into democracy
- A forum for pupils to instigate change in respect of elements of school life such as school meals, social areas, outdoor equipment, etc.
- A feeling of self-worth and mutual respect for pupils

The Eco Council also provides opportunities for children to lead projects and to share their ideas with the school.

Whole School Approach to Pupil Involvement

All staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are valued and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making.

Charity Work

Charity events and fundraisers for the school and for local and national charities are planned in collaboration with pupils, giving them ownership and pride in what they achieve.

Policy Written by: Robert Francis, Head Teacher

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