

## Student Voice Meetings

Item	Notes	Actions & Feedback
<p><b>School Improvement:</b></p> <p><b>Improving the effectiveness of the use of 9-1</b></p>	<ul style="list-style-type: none"> <li>• There was an overall feeling that this new system is not yet fully understood.</li> <li>• It was felt that some departments understood the system better than others and that each subject has a different standard and understanding of the numbers which is confusing as this means each subject views the numbers differently.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies have taken place for students in all years this year and last to explain the new national data system of 9-1.</li> <li>• The new system has also been explained at information evenings for parents. Everyone can access demonstrations on the AHS website to explain the data (follow this link: <a href="http://www.ahs.bucks.sch.uk/data-videos/">http://www.ahs.bucks.sch.uk/data-videos/</a>). We will continue to link these videos to any letters sent home about data.</li> </ul>
	<ul style="list-style-type: none"> <li>• A suggestion was made to have comparison charts in all teaching rooms and this was unanimously believed that it could be effective.</li> </ul>	<ul style="list-style-type: none"> <li>• A conversion chart that shows the comparison of the old grading system to the new system is only valid for Y10/11 and we will prepare a handout for these students to stick in their planners.</li> </ul>
	<ul style="list-style-type: none"> <li>• KS4 don't all know the difference between target grades and 'likely to achieve grades'.</li> <li>• Some students don't know their target grades.</li> </ul>	<ul style="list-style-type: none"> <li>• This was shared with students by Mr Baird in his assemblies and additional explanation can also be found in the videos linked above.</li> <li>• A message will be sent to all teaching staff to remind them to discuss LAGS and target grades with you in the next week or so as data will be sent home in the near future.</li> <li>• Target grades for Year 7, 10 and 12 have been sent to parents and/or students as appropriate already. Y13 targets have been shared directly with students due to the UCAS process. Remaining targets are shown on the first grade card which is due this term.</li> <li>• Mr Baird will be visiting a number of forms in November to look at target pages in planners including recorded assessments.</li> </ul>

	<ul style="list-style-type: none"><li>● Examples should be available of number graded work to give an idea of what kind of standard students should be aiming for.</li><li>● Some subjects tell students what range of grades they should be aiming for each year which is helpful and breaks down the numbering concept.</li><li>● Some subjects explain how to achieve each grade which again is very useful.</li><li>● Some subjects specifically tell students what they did right/wrong and in what ways they can improve that depending on the topic.</li></ul>	<ul style="list-style-type: none"><li>● The examination boards do not provide grade descriptors for each of the numbers 9-1 so each department has created a set of descriptors which will continue to be tweaked as more information is gained after the first set of examinations. The learning required for each examination is clear to all staff so students do not need to worry about content.</li><li>● The focus should be on how you can improve your work rather than the letter or number it is awarded.</li><li>● Staff will share examples as appropriate.</li></ul>
	<p>The following points were also raised about the House assemblies:</p> <ul style="list-style-type: none"><li>● Students felt put on the spot in the assembly and didn't feel they had enough time to gather and prepare any thoughts</li><li>● They could have been more organised with the format and discussed the separate topics more before moving on to the writing down of opinions section</li><li>● It was intimidating with all the older years which is why an anonymous suggestion box, list on form room noticeboard or google form could be better</li><li>● However, girls liked the integration between years and this prevents isolation of each individual year, encouraging house unity.</li></ul>	<ul style="list-style-type: none"><li>● We agreed with the general opinion here. The House assemblies are a great opportunity for collaboration across year groups but need to be clearer in the format. We will try to run more of these style of House assembly this year and Mrs Wilkes and Mrs Jarrett will meet with the House Captains to make sure they are clear on how to deliver the assemblies effectively.</li></ul>

<p><b>Student Item:</b></p> <p><b>How can we improve student voice further?</b></p>	<ul style="list-style-type: none"> <li>• Many students don't like the name 'SEC' - they prefer School Voice or School Council.</li> <li>• Prefer a name more enticing and fun so it doesn't seem so mundane/professional-this would then help more people to get involved</li> </ul>	<ul style="list-style-type: none"> <li>• We have updated the website to call this Student Voice and we are happy to move forward with that title.</li> </ul>
	<ul style="list-style-type: none"> <li>• The three week cycle had to be explained again. Week 1 is when the agenda is shared (as it was in House assemblies this time), week 2 is when the meetings take place and week 3 is the feedback week.</li> </ul>	<ul style="list-style-type: none"> <li>• The most important thing about the cycle is that all students get a chance to feed into the meetings via their form rep and to hear the feedback from the meetings.</li> <li>• This should have been explained again by House Captains in November.</li> </ul>
	<ul style="list-style-type: none"> <li>• Having a 'representative' for Student Voice may put people off - should have volunteers instead.</li> </ul>	<ul style="list-style-type: none"> <li>• We are happy for the representative for a form to change as long as it remains the same for a complete cycle.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students liked the idea of a 'suggestion' box - students write suggestions about what changes they want to see. It was suggested we could use a Google Form for this idea.</li> </ul>	<ul style="list-style-type: none"> <li>• We have set up an email address <a href="mailto:studentvoice@ahs.bucks.sch.uk">studentvoice@ahs.bucks.sch.uk</a> for students to register suggestions and this will be regularly monitored by the Head Girl.</li> </ul>
	<ul style="list-style-type: none"> <li>• The House assembly structure was messy. Could use form times to discuss agenda items. However, the house assembly discussion does mean more integration.</li> </ul>	<ul style="list-style-type: none"> <li>• See notes above. This should get better as we get used to this format and we will speak to the House Captains again. However, we will also try to share the agenda in form time for the next cycle to see what works best.</li> </ul>
	<ul style="list-style-type: none"> <li>• Students want agenda items shared earlier in the week so they already have ideas to write down.</li> </ul>	<ul style="list-style-type: none"> <li>• The agenda will be available on the website and Mrs Wilkes will share it with Heads of Year slightly earlier next time.</li> </ul>

<b>Beyond AHS: Gender equality in education and employment</b>	<ul style="list-style-type: none"> <li>• There seems to be a low number of females as heads of companies.</li> <li>• More career lectures on typically non-female dominated jobs would be useful <ul style="list-style-type: none"> <li>◦ Exterior speakers</li> <li>◦ STEM subjects presented by females</li> </ul> </li> <li>• Career talks are very useful but more on engineering would be appreciated.</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Taylor puts on a wide variety of careers talks but is limited to the availability of speakers. Keep an eye on twitter for the speakers that have been in. If any student knows of a suitable speaker (e.g. a parent or family friend) they should see Mrs Taylor.</li> <li>• An engineering talk is being arranged for February.</li> </ul>
	<ul style="list-style-type: none"> <li>• Careers should be brought up in L4L</li> </ul>	<ul style="list-style-type: none"> <li>• Year 8, 9, 10 and 11 receive careers sessions in L4L/tutor time.</li> </ul>
	<ul style="list-style-type: none"> <li>• The Google Classroom for careers for KS4 is very useful.</li> <li>• Careers information should be better advertised to KS3</li> </ul>	<ul style="list-style-type: none"> <li>• We have previously invited Y9 students to careers talks but there was very little uptake. If any KS3 student is interested in careers talks they are welcome to keep an eye on the careers noticeboard outside the KS4 pastoral office and they can sign up for talks they are interested in. KS3 students are also welcome to join the careers Google Classroom - the code can be found on the careers noticeboard.</li> </ul>
	<ul style="list-style-type: none"> <li>• Need more advice for where and when to do work experience - majority of students believed this should be talked about in Year 10 rather than wait until the Sixth Form.</li> </ul>	<ul style="list-style-type: none"> <li>• This is discussed at Y10 Information Evening.</li> <li>• It is mentioned again in the Sixth Form prospectus and in careers talks.</li> <li>• When Y11 have a meeting with a member of the Leadership Team in February, specific and individual advice will be given.</li> </ul>