

Student Voice Meetings

Black notes came from KS4/5 meetings, blue notes from KS3 meetings.

Item	Notes	Actions & Feedback
What are the most effective forms of feedback from teachers and why?	<ul style="list-style-type: none"> ● One to one feedback, particularly after large pieces of assessed work ● Verbal one to one feedback as you can ask questions on HOW to improve (5 out of 18 have had one to one feedback) ● One to one feedback will help to properly understand and remember targets ● Small groups of people with similar targets get specific feedback from teachers (could be one to five) 	<p>We are currently discussing one to one feedback with staff and looking at ways it can work in the timescales lessons allow. Some members of staff are trying out one to one strategies and we will continue to develop this idea.</p>
	<ul style="list-style-type: none"> ● Positive feedback written, improvements verbalised ● Written feedback even for sciences, especially for long answer questions ● Written in strength and improvements after pieces ● Have a target sheet with codes that refer to targets which the teacher can write on their work 	<p>We want to ensure any written feedback is valuable to students and it is interpreted in the right way. We will look to tie this in with having time to respond to written feedback.</p>
	<ul style="list-style-type: none"> ● Examples of model work ● Model answers are really useful, would be happy to have this per department rather than per teacher ● Use examples and exemplar work ● Whole class feedback 	<p>Some departments are trialling some ideas of whole class feedback and this will be shared across staff if they feel it is beneficial. Departments will be encouraged to work together to produce cohort feedback so that it can be as detailed as possible.</p>
	<ul style="list-style-type: none"> ● Make it clear if a mark will be given - mark preferred as can compare to previous work ● Teachers often explain they have other priorities so marking is difficult; students are understanding of this but would appreciate a date by which it will be returned ● Structured timetable for marking - let us know when to expect it back ● Make sure previous assessment is returned and feedback is given before the next assessment is set 	<p>There is a lot of research and evidence to suggest that students are less likely to read improvement comments if a grade is given on a piece of work. One department is trialling delayed grading and this will be shared with all staff if successful. Department teams will be asked to review the effectiveness and consistency of homework next year.</p>

	<ul style="list-style-type: none"> • We don't like peer marking, better if specific markscheme or teacher guidelines • Only self/peer assess when there is a set criteria to work from - people can be shy to give criticism, it is not as effective on its own, need teacher's feedback too • Better if peer assessment happens before teacher marks it 	Peer and self assessment can be really useful if used effectively. We would like you to leave AHS with skills you can continue to develop and this will sometimes mean having less reliance on your teachers. However, we agree that this needs to be set up correctly and will ask department teams to consider how they can do this.
Do you get the chance to respond to feedback from teachers? Does/could this help you?	<ul style="list-style-type: none"> • Redoing incorrect work/ work should be improved as part of lessons/homework - it is best to respond to improvements • We end to move on quickly without out going through thoroughly • There is usually not enough time to respond directly in class • There should be set points in the course to respond to feedback rather than every point in small pieces of work • When redoing work focus on specific points for improving rather than doing the whole piece again • Useful having lesson time to respond to feedback and improve work 	We will talk to Subject Team Leaders about including Dedicated Improvement and Reflection Time (DIRT) in lessons. Occasionally, it may be appropriate to set this as a homework task.
	<ul style="list-style-type: none"> • We sometimes get marking back too late so you've forgotten the work you've done • If an essay is handed in and given back a month later, you've forgotten what you did and the feedback is not so effective 	Department teams will be asked to review the effectiveness and consistency of homework next year and this will form part of their discussions.
Are you able to use what you have learnt from assessments and feedback to improve your attainment?	<ul style="list-style-type: none"> • As long as the time is given to make those improvements • The improved homework then needs to be checked again 	See DIRT action above.
	<ul style="list-style-type: none"> • There is a big difference between Maths/Science subjects where the markschemes/model solutions are easier to interpret and essay subjects where it is harder to see improvement • It would be very useful to have a lesson on going through the mark scheme, especially for essay subjects 	This is always a concern of the essay based subjects and they are always looking to improve the feedback they give.
	<ul style="list-style-type: none"> • Live marking is really useful 	We will ask staff to share their experiences of this so that it becomes more widely used.

<p>Do you get regular feedback from teachers? What do you count as regular?</p>	<ul style="list-style-type: none"> • It varies - some subjects give this weekly, others have termly or half termly assessments • Once a fortnight would be good for a discussion but is a little unrealistic; being realistic, once every four weeks there should 1-1 feedback • Have set time in between marking so there's regular feedback - potentially every 4 weeks 	<p>We will look to develop one to one feedback over the next year.</p>
	<ul style="list-style-type: none"> • Subjects that mark end of unit assessments have a good balance - end of unit assessment is marked but we are just given mark schemes for other homework • In essay subjects, it would be easier to break things into topics and have an assessed piece of work every topic. 	<p>We will ask department teams to consider this when they review the effectiveness and consistency of homework next year.</p>