



St Elizabeth's College

Learner Voice Strategy

Person Responsible: Director of Education and Skills

Date: August 2019

Review Date: July 2020

St Elizabeth's College

Learner Voice Strategy

Context and Aims

This document sets out the College's plans to promote and enable learner voice through every step of their learning journey, including the formal and extended curriculum and living arrangements.

The learner voice will steer individual, operational and strategic decision making through various forums including:

- The Learner Council
- House Meetings
- Housing Association Tenants Meetings
- Tutorials
- Learner satisfactions surveys
- Satisfaction target setting
- Compliments, comments and complaints, (learner grumbles)
- Parents/carer satisfaction surveys

All learners will be involved regardless of their protected characteristic.

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| Learner Council Members include: | Chair | Vacancy |
| | Secretary | Vacancy |
| | Treasurer | Vacancy |
| | Equality and Diversity | Vacancy |
| | Centenary Close | Vacancy |
| | Events | Vacancy |
| | Day learner | Vacancy |

Learner Voice

Before applying formally to College: Understand St Elizabeth's College and the programme.

Learners will be fully involved, to the level of their ability in applications, Open Days, informal visits. We will explain the programme in alternative formats where appropriate. Where possible we will ensure that the programme is promoted so that all potential learners have the opportunity to find out about St Elizabeth's College. The application process seeks to find out about the learner fairly and fully, including obtaining information from schools and parents. Applications will be considered in accordance with the Admissions Policy. The College will make clear its commitment to Equal Opportunities and ensure that it complies with the relevant legislation.

Pre-entry Assessment - Identify: What your long term goals, hopes, aspirations and learning needs are.

Prospective learners are required to undertake an assessment. Information about the assessment will be presented in learner friendly and alternative formats as appropriate. We will ask the learner what their long term goals are, why they want to come to College and what they expect of the college. The assessment will also be used to inform the individual needs of the learner so that the College is best placed to implement the most appropriate strategies. We will endeavour to answer questions and provide reassurance to the learner, parents and carers about coming to College. The learner's own views will be the primary indicator of the offer of a place. Once a place has been offered and funding approved we will work with the learner on planning their transition taking into consideration their wishes when arranging living groups etc.

Initial Assessment – Agree: What extra help you need and what will most meet your needs, goals and aspirations.

During the first half term at College we will observe and talk with the learner to identify what they like, are interested in and what extra support they need. The planned curriculum will be timetabled in advance and will allow for learners to make choices (dependent on their learning pathway), about types of enterprise and/or work related learning activities they would prefer to engage with later on in the curriculum year. Choices will be offered in formats and ways that learners can access. Learners will be supported to settle into their homes, sign tenancy agreements, and develop friendships and relationships with their peers and staff.

Target Setting - Decide: What you need to learn to help you achieve your goals and aspirations

Throughout their programme learners will have an Individual Learning Plan and a pen portrait. This will be used by staff to determine learning during the waking day. The curriculum offers a range of learning programmes which include, work related/employability skill learning, Independence development, English, mathematics, ICT, community engagement, personal development. Staff will support learners to identify their starting points and/or what they need to improve and agree targets with each individual learner. Staff will work closely with learners to review how learners are progressing towards their targets. Learners will have a Lecturer as a 'Key Tutor' and a Key Worker who will have regular tutorials to support them in this.

Teaching & Learning – How: Your learning preferences

Learning will be delivered in a way that is accessible to learners and they will have the opportunity to reflect on and contribute to their learning programme, through regular reviews and feedback. The College will seek the views of learners at least twice a year, and where possible every term, by a survey, which will be analysed and presented in a learner friendly format. The curriculum has depth and breadth ensuring all learners have access to an interesting, challenging and relevant education, which is committed to learner progress and aspiration. Teaching will take

place throughout the waking day to ensure that all learners are able to make progress and learn in an environment that is relevant to their long term goals.

Reviewing Progress - How: Your learning and what you need to do to improve and achieve your targets

Learners' progress will be formally reviewed at least twice a year, through a Progress Report at the end of the Autumn term and a Full Year Report during the third term. Learners can participate in their Annual Reviews with their parents and carers and other stakeholders.

Assessment and Achievement - Celebrate: Everything you have achieved

Learners' achievements are fully celebrated. In addition to informal recognition, such as during sessions, there will be celebration events held at the end of each term. Learners will be encouraged to make decisions about how the events will be designed and proactively encourage their peers to participate/attend. Where appropriate this will include a "spiritual" element. Learners will have their attainment accredited through formal qualifications, awarded at the end of their final year in College. A graduation event will take place annually and also mark the end of Year 3 learners' time in college.

Destinations: For your future in learning, work and/or independence.

The College will support the learner and their parents and carers to establish what long term destinations are appropriate for them and will support them to achieve this.

Quality Improvement and the Learner Voice

The Learner Council

The College has established a Learner Council. This will comprise of learners from each residential accommodation, who are democratically elected by the learners. Representatives from the College will also attend. Learner Council meetings will be held regularly throughout the year and will be embedded in the College Quality Cycle. Feedback and subsequent actions from these meetings will be monitored at regular intervals and progress will be shared through a range of methods. Staff will support this process. Learners will be supported to share their ideas and wishes with their representative, and when appropriate learners can debate matters for the Learner Council during course sessions.

House Meetings

Learners hold regular House Meetings during which they are supported to air their views and concerns. Representatives of the learners attend meetings with two Housing Association. Any issues that are not within the remit of the Housing Association will be referred to the College Leadership team for action.

Observations of Teaching, Learning and Assessment – Speak up: Your thoughts and opinions of your learning activities:

Senior Managers will undertake observations of teaching, learning and assessment at regular intervals throughout the academic year. Learner feedback will be sought during observation practice where possible and appropriate and will inform development plans, quality improvement planning and may necessitate further actions dependent on the nature of the feedback received.

Satisfaction surveys/Compliments/comments and complaints (grumbles):

Learner feedback in whatever form is extremely important to the College. The College will ensure it retains all compliments/comments/complaints received and analyses them at least annually to ensure it continues to meet the needs, interests and aspirations of its learners. Where appropriate, actions will be undertaken, targets set and results will be reported on. A 'You Said' 'We did' display will be regularly updated in accordance with the actions taken.

College Policies:

All policies will be regularly reviewed to ensure that they comply with Equalities Legislation.

Strategic:

Learners will be supported to contribute to strategic planning and monitoring as appropriate. Learners will be invited to contribute their views to Governor Meetings, where appropriate, for example to make presentations about their achievements.

Safeguarding:

Learner health and safety is of utmost priority to the College. Through teaching, learning and assessment safeguarding will be embedded within delivery. Through learning programmes awareness, skills, knowledge and understanding of individual safety will be reinforced. For any learner that discloses a safeguarding matter/issue the Safeguarding Policy/procedure will be activated immediately.

Prevent Agenda

All Learners will undertake/engage in a comprehensive programme that addresses the 'Prevent Agenda' to further raise awareness of radicalisation (Human Rights) on line safety, social media and cultural diversity.

Monitoring of this strategy:

Actions outlined within this document will inform the Quality Improvement Plan and will be explicitly linked within this plan.

The Learner Voice Strategy will be regularly monitored in line with the Quality Improvement Cycle and progress fed back to learners through appropriate forums.

| Effectiveness Measures |
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| Monitoring the actions taken as a result of feedback in whatever form: <ul style="list-style-type: none">• Actions as a result of Learner Council requests• You Said We Did displays• Learner satisfaction survey target achievement• Parent/carer satisfaction survey target achievement• Comments, compliments and complaints (grumbles)• Feedback from observations of teaching, learning and assessment• Quality improvement planning review and quality cycle |

Reviewed: August 2019

Next review due: July 2020