

Student Voice Minutes 13/03/19

Register:

Mrs French, Mrs Mulgrew, Anna Champion, Jess Steadman plus 21 students from Years 7 to 11

Apologies for absence:

Mrs Chapman emailed Jess Steadman with her apologies for her absence

Senior Leadership Team Matters:

- **Feedback on the plans for the school's expansion**
 - Overall, the students were impressed by the planning and designs for the new developments, showing enthusiasm for the new space for work and activities.
 - However, some girls addressed the issue of splitting the dining areas for those with packed lunch and those with food from the canteen, as this may divide groups of friends, leaving some girls on their own.
 - They suggested that, with the new changing facilities in the sports hall, the current changing rooms could be used to extend the space for sitting and eating.
 - Some girls were concerned about the lack of locker space and bag racks once Bancroft is removed, as these are important spaces for girls to keep their books and PE bags. Girls were reassured that this was in hand and that SLT were making provision for lockers.
- **Help and support regarding online safety and social media**
 - The girls in year 7 and 8 were concerned by the increasing cases of anonymous insults on social media, and asked that awareness of the effects of social media should be raised through RTP lessons and form time to prevent these issues before they occur. The meeting was advised that all girls receive Internet safety lessons incl. Social media etiquette in Years 7 and 10. Staff will give regular reminders in form time as well.
 - Students were advised to use social media responsibly, which includes attempting to stop any harmful behaviour they see. Mrs French asked older girls to support and let the younger ones know that this is not the way we do things at CCHS. Older girls should also let staff know if it is a serious issue as staff obviously can't see these social media messages.
 - A year 7 gave positive feedback on a talk by their form tutor, in which they were provided with information surrounding social media and its dangers. This could be replicated by other form tutors for the younger year groups. All form tutors deliver the same session in RTP.
 - Year 11s addressed the issue of finding a balance between revision and time spent on social media, and suggested that they receive more guidance on this, especially approaching exam season. Mrs French advised that during revision it is advisable to leave phones 'on the landing' to avoid alerts and distractions.

Teaching and Learning:

- **Impact of 'Speak Out' for developing public speaking skills**
 - Some older girls said that presenting assemblies in form time are not as effective in developing confidence as they are often not taken seriously. Instead, some forms have changed to have form discussions and debates which involve the whole class.
 - Many girls found that opportunities to develop confidence were often competitive, such as Bar Mock, which leads to only selecting girls who are already confident. Less confident girls should be encouraged and challenged to participate in non-competitive opportunities. Girls were advised to challenge themselves and put themselves forwards.

- The Anne Frank exhibition was used as an example of an effective way of developing public speaking skills, without the intimidation of a large audience.
- Involvement in clubs encourages growth of confidence, so should be advocated more, especially debating clubs for younger year groups. Girls who are involved in clubs, such as language clubs, expressed how helpful and rewarding they have been.
- The idea of students conducting parts of the lesson themselves was received well, and teachers should be encouraged to do this as and when it is deemed appropriate..
- Availability of revision resources and guidance on the revision process
 - Year 11s suggested that revision lessons could be more open as each person has a different style of revision.
 - Students said that maths revision sheets were helpful, and would like to see similar summary sheets for other subjects.
 - However, some answers on maths revision sheets were often incorrect - maths teachers and prefects to change these answers.
 - Problems arose with accessing online revision resources, and students reminded to see IT staff or teachers should these occur. Some use padlet, some the VLE and others email.

Premises and canteen:

- Feedback on congestion in main canteen and lunchtime rota
 - Students would like to receive emails of the main meal choices for the day. Students were advised that this is not an efficient use of adult time to achieve this and girls can read the notices by the dining hall.
 - The machines to top up accounts will not take new £5 notes - Mrs Mulgrew to follow up.
 - It was suggested that the rota could be updated so that it is fair for all year groups, possibly introducing two queues to reduce congestion. The meeting was advised that it is not safe nor practicable to have 2 queues and that the rota works very well and ultimately it will be fair as it changes each year. The Year 11 go in first for most of the time, due to the pressure with revision classes, rehearsals for Drama etc.
 - Students encouraged to use reusable cups, bottles and cutlery to avoid using plastic unnecessarily.

Any Other Business:

- Idea of an online suggestions box for student voice discussions
 - This idea was received well as it allows students to address issues as soon as they arise, however the comments could not be anonymous and a member of SLT would need to be cc'd in.
- Issues concerning cover lessons
 - Students said PE cover work is often repetitive and they preferred to merge two classes to do an activity altogether, though there is a question over the health and safety of this method.
 - One student had made a list of all the cover she had and asked others to look at this which was presented to the Chair right at the beginning of the meeting. Mrs French advised that with the best will in the world, sometimes staff are poorly or have issues in their personal lives and that the School is managing the situation very well.
 - Students would like to see extra resources available on the VLE as students often complete the set work.
 - Students reminded to find another subject teacher to explain cover work if necessary.

Student Voice Minutes: Wednesday 1st May 2019

Register:

7C	Sophie Lee Rhythm Chawla	9C	Charlotte Podd
7H	Amie Kamara	9H	Roha Kayani Miya Krishnadas (covering for Daisy Parker)
7S	Present (name not given)	9S	Shreya Pedda-Venkatagari
7F	Absent	9F	Akanksha Chauti (covering for Rose Whitwam)
7G	Maisie Meadows	9G	Kanujaah Jeyathas
8C	Nila K	10C	Absent
8H	Amal Rana	10H	Sophia summers
8S	Kushi Lolljee (covering for Azaria Takyi)	10S	Amrita Chockkaungam
8F	Alice Bower	10F	Preesha Jaim
8G	Dia Khunti	10G	Sophie Aung
11C	Alicia Chu Naboshika Nantheswaran	11H	Absent
11S	Absent	11G	Absent

Apologies for Absence:

- Year 11 excused due to their upcoming GCSEs
- Mrs French gave her apologies for missing the meeting due to a pastoral issue.

Matters arising from previous minutes:

- Anonymous insulting on social media.
 - Year 7s reported the use of a new social media platform known as 'tellonym'. Jess raised concerns about how the exclusively anonymous nature of the platform could potentially create issues, but the girls said this was not the case at present as they observed that social media was being used responsibly.
 - Year 8s brought to attention the occurrence of homophobia on this platform. Mrs French to follow up on this issue. Anna emphasised the importance of remaining vigilant and reporting any offensive use of social media to an appropriate member of staff.

Teaching and Learning:

- Feedback on the guidance and resources offered for revision
 - Year 8s mentioned that the use of quizlets made by the staff in German was very useful and wondered whether this could be implemented across all languages. Jess suggested that students could share their own quizlets to other girls in their class to spread the workload amongst themselves.
 - A student in year 7 asked whether it would be possible to have more revision lessons across subjects, as they had noted that the science ones were very helpful. Anna reminded her that this isn't always possible due to the time constraints of the curriculum

but suggested that they encouraged students to attend the available revision clubs and clinics, or speak to their teacher if they are really struggling.

- A student in year 8 was concerned about the amount of tests being set in close proximity and asked about the plausibility of spreading them over the term. Jess reminded her that this is not often possible due to many modules finishing at similar times over the school year but suggested that she spoke to her teachers privately if she was really concerned.
 - Students in the lower school praised the abundance of useful resources made available to them in German as it made the revision process easier. They raised concerns that in some subjects the resources offered were not as extensive. Jess reminded them of the need to be proactive with note taking and also to make use of all the resources available such as websites or library books. Anna also suggested that they might want to talk to their subject teachers about extension resources privately.
 - A student in year 8 raised concerns about vocabulary tests being given at short notice without the weekend to revise. Anna reminded her that vocabulary tests should be viewed as a constructive method of learning for large amounts of vocabulary over a longer period of time without becoming overwhelming; therefore they should not be overly anxious about the results, and take a growth mindset approach to any false answers.
- The use of form time
 - The students in year 11 praised the relaxation activities employed during form time as it gave them distance from the stress and immediacy of exams. They stated that they particularly enjoyed the form breakfast.
 - Students in year 7 enjoyed activities that make them think outside of their curriculum in a relaxing and fun way, such as riddles, thoughts of the day, quotes of the week and chair yoga. They also suggested the use of quizlet live and kahoot in form time to test their knowledge in an enjoyable way. Jess and Anna to follow up on the possibility of this with Mrs Adams.
 - Year 8s have enjoyed interactions with the other form groups during form time, through activities such as 'Move it Monday'. This is particularly effective as everyone is involved, allowing mingling amongst form groups, and energises the students in the morning.
 - Year 9s agreed that activities involving whole form groups were preferred over form assemblies.
 - Year 10s mentioned that they were not being allowed to do homework during form time, but were not given an alternative activity. Jess reminded them that, despite having a busy schedule, form time should be utilised for socialising and relaxing as a break from work. Jess and Anna to follow up by suggesting activities to year 10 form tutors and the year 10 year leader.
 - 7G proposed the idea of a suggestions box for form time activities. 7S had tried this and found that it was worthwhile, as it gave girls the opportunity to give ideas, even if they would not normally speak up in front of the class.
 - Enrichment Days
 - Year 9s praised culturally enhancing enrichment days such as watching plays, but said that the enrichment day at Chatham Green was not as enjoyable or engaging. Anna highlighted that enrichment days must cover a wide range of interests, so not every enrichment day will suit every person, but it is important to make the most out of the experience as they are highly valuable within this school.
 - A girl from year 8 suggested a career day to explore possible future interests and pathways. Jess informed her that as she progressed through the year groups, more exposure to career information will be given in events such as the career's evening.
 - Year 7s proposed the idea of having more active, outdoor enrichment days, as the days off timetable are a good opportunity to get out of the classroom and try new activities.
 - A student from year 8 showed her appreciation for the STEM related enrichment day, as it was useful exposure to this field, especially now some of the STEM subjects are no longer offered. She suggested that enrichment days with a similar focus would be helpful.

'Find your voice':

- Many girls, particularly in year 8, praised 'take over lessons' whereby groups of students would be given a topic and resources by a teacher to research in depth, and present a lesson to the rest of the class for an hour. Examples of subjects which had employed this method included English and Science. A year 8 student highlighted the fact that teaching is one of the most effective methods of learning, and a year 7 indicated that girls who would not normally speak up in class had found this useful in developing their confidence.

Premises and Canteen:

- The 'learning environment'
 - Year 9s expressed the effectiveness of the display boards in the languages centre, noting that the large text size and minimal words were much more useful whilst completing work in lessons. A year 7 added that often displays are not legible when the font is too small, so are not as helpful unless reading up close.
 - Some students also praised the mathematics department's use of puns and funny maths-related posters, which helped them to remember key information.
- Canteen:
 - Year 9s would like to see more vegetarian pasta options, as they had noticed that often there would be only one vegetarian option whilst having 3 meat options, and occasionally the vegetarian option had run out.
 - Year 10s suggested that a wider variety of healthy options should be available, as the salad does not appeal to everyone. Mrs Mulgrew to follow up with possible options.
 - A year 8 reported that some girls had found pieces of plastic in their main meal dessert, and had told the kitchen staff. Jess reminded them that incidents such as this should always be reported to an appropriate member of staff.
 - A number of students had noticed that during second lunch, many food options had run out, which limits the food choices for the girls who buy their food later. They suggested that the food could be given out in batches to reserve the options for these girls.
- General Premises:
 - Year 10s reported that they would often have to sit on the floor during morning assemblies, whereas year 8s and 9s would be on the tiered seating. Anna suggested that the year 10s ensure they arrived early to assembly to guarantee a seat. Jess and Anna to raise the issue with year leaders.
 - Year 7s found that the floor of the swimming pool changing rooms was often muddy due to people wearing outdoor footwear inside, which could be unhygienic. Anna proposed the idea of wearing clean flip-flops as a solution. Jess and Anna will feedback to the PE staff about this possibility.

Any other business:

- Year 10s had noticed that their printer credits from the previous year has not been carried over. Jess and Anna to feedback to Mr Cable. They suggested that each student should be given an allowance. Jess suggested to her that if printing was unaffordable, then students could ask teachers to print for them privately or visit reprographics, as an allowance may not be possible with school funding.
- Year 10s showed their appreciation for the range of PE choices during the autumn and spring term, as it enabled them to relax and have fun. However, they would like to have alternative options during the summer term, as athletics does not appeal to everyone. Anna reminded them that options may be limited due to staffing, but agreed to feedback to the PE department.