



Embedding learner voice in policy, practice, and inspection in education



Underpinned by a rights-based approach (UNCRC)

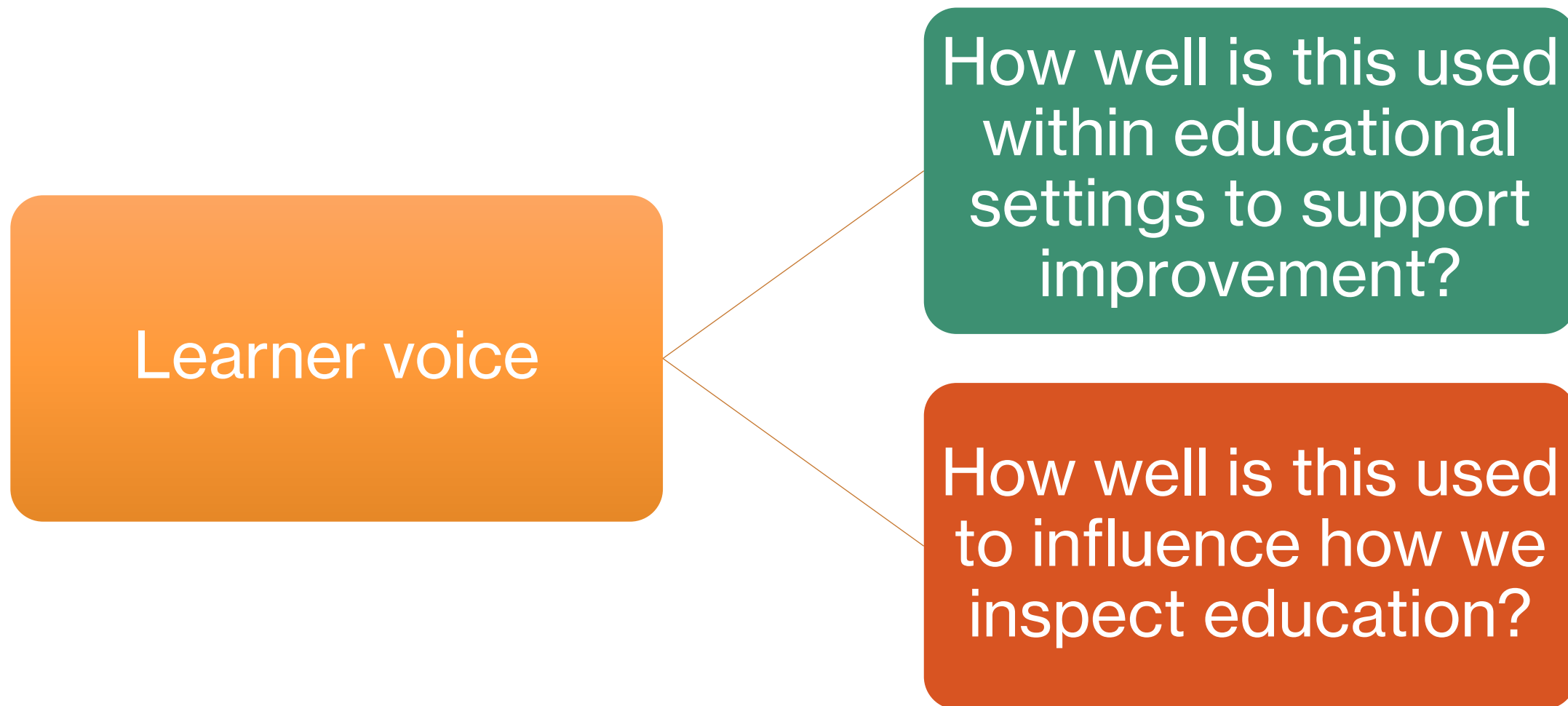


Children and young people-led evaluation and feedback



Participation in justice and secure settings

Capturing and utilising the learner voice



Connected
across all
sectors

What does learner
participation look
like in each sector?

Early years

Primary stages

Secondary stages

Special education / ASN

Post school

Positive impact of a learner led approach.

Can we evidence learner participation in these areas?

What does good look like?

Ensuring policy changes based on challenges from within and between sectors

Connecting challenges across sectors to form: complimentary solutions, increased skills attainment and parity of esteem

Using learner input to support the development of inspection frameworks

Stakeholder engagement for consultation, for example, the Children's Parliament, student associations

Being agile as an inspectorate to enable action on feedback from inspections

Changing curriculum design to provide wider opportunities for learners

Provide stronger progression and articulation routes