

POLICY STATEMENT: STUDENT REWARDS

RATIONALE

- To celebrate success through a positive system of promoting and rewarding students' achievements in a systematic manner ie. the recognition and appreciation of high standards of behaviour, self-discipline, learning, social responsibility and community service.

PURPOSES

- To raise students' self esteem and encourage greater independence.
- To promote student motivation and achievement both academically and personally.
- To encourage students to participate in their own learning and progress through target setting, action planning and the logging of personal attainments.
- To encourage students to participate in a range of activities valuable to the personal and social aspects of educational development.
- To encourage activities which develop skills in preparation for the world beyond school: independent learning; time management; organisation; adaptability; dependability.
 - extra curricular activities, School Teams, Year and School Councils etc.
 - team building and leadership exercises.
 - research and personal investigation into relevant, topical local issues.
 - contributing to the local community.
- To contribute to Pupil Progress Files (recognition of student achievement).
- To promote positive behaviour.

GUIDELINES

Key Stage 3

- Subject teachers and tutors should use credit stickers to highlight work of an exceptional quality. The sticker should be placed next to the relevant work with the teacher's initial and date. In practical subjects credit stickers should be placed in Student Planners in the weekly slot for other activities/notes.
- Pastoral staff should use credit stickers for other outstanding pupil contributions and these again should be placed in Student Planners
- Pupils should keep a record of their own achievements in the pink pages of their Student Planners.
- Credits to be monitored Heads of Years, Departments and Faculties using the following criteria to ensure consistency:
 - quality of performance
 - evidence of real progress
 - evidence of extra special developments, performance, enterprise over and above normally anticipated service to the school
 - extra curricular responsibilities
 - PSHE qualities of leadership, empathy, care etc
 - work experience - excellent record
 - community service.

- Certificates will be awarded within an Academic Year as follows:
- Bronze Certificate - (signed by Tutor) for 10 credit stickers
- Silver Certificate - (signed by Year Heads) for 20 credit stickers
- Gold Certificate - (signed by Director of Lower School) for 40 credit stickers
- In addition, pupils achieving a Gold Certificate will receive a £5 gift voucher.
- Tutors should record the number of and name of pupils receiving each Certificate in their tutor room. Competition between tutor groups is to be encouraged.
- The caveat for the award of Certificates is credit stickers are achieved from a range of different subjects (at least three) and that there must be at least one pastoral credit sticker. This caveat is designed to promote a broad, balanced and differentiated pattern of achievement which is accessible to all students.

Key Stage 4

- Key Stage 3 structure has been considered inappropriate for Key Stage 4.
- Emphasis to be placed on the importance of the Pupil Progress File to be formally presented at a Presentation Evening, after the completion of Year 11.
- A selection of prizes will be awarded also at the Presentation Evening; prizes reflecting student achievement.
- Sports “colours” are also awarded through the Physical Education Department.

CONCLUSION

The Reward System is designed to be simple and manageable whilst aiming to foster a positive environment where pupils’ self-esteem and achievement is celebrated. It seeks to provide a necessary counterbalance to the schools disciplinary procedures (see Discipline and Pastoral Policies).

A flyer has been produced on the Student Rewards System.

The school wishes to highlight the support given by Cornhill Direct in promoting the Student Rewards System.

September 2006