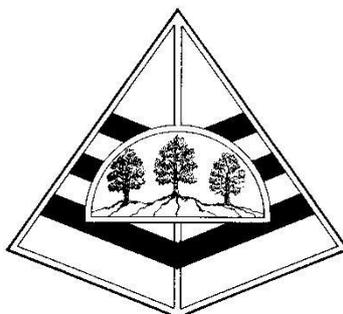


REWARDS & AWARDS POLICY

FERNDOWN MIDDLE SCHOOL



Policy to be reviewed by Governor Committee:	Community & Curriculum
Frequency:	Annually
Reviewed:	07/03/15

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

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Reviewed by Community & Curriculum Committee 7 March 2015
Ratified by FGB 25th March 2015

Rewards and Awards at Ferndown Middle School



A teacher guide/policy document

Revised for implementation in March 2015

Review date: March 2016

The articles of the United Nations Charter for the Rights of the Child have been considered when creating this policy.

This Policy document has been written to reflect current practices in place at Ferndown Middle School, it is implemented and endorsed as expected good practice by the Senior Leadership Team and through the work of the pupils and staff.

Ferndown Middle School Aims

- To provide an exciting, challenging and motivating learning environment for all pupils and teachers that shows respect for the diversity of people's backgrounds.
- To set high standards of attainment and achievement for all pupils, ensuring that similar life opportunities are available to all pupils.

An exciting learning and motivating environment for all pupils

- An exciting learning and motivating environment.
- To foster the joy of learning.
- To provide a variety of techniques and strategies for teaching and learning.
- To provide resources within the classrooms to aid learning.
- To ensure that all pupils feel safe within the learning environment.
- To at all times be aware of the responsibility of teachers to promote self- esteem.
- For staff to have high expectations of all pupils.
- Pupil's and adult's behaviour is thoughtful and creates a positive learning ethos in all lessons.
- For staff to develop and foster the skills and attributes of a good learner to include; resilience, resourcefulness and motivation for learning

Member of staff responsible: Deputy Headteacher

1. Key Aims – This system of rewards and awards has been produced to ensure that a consistent approach to motivating learners and recognising the achievements of individuals, classes, year groups and houses across all aspects of school life is

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adopted by all staff at Ferndown Middle School. It is the aim of this system to ensure that pupils are continually able to gain recognition for their endeavours and that staff are able to deploy this manageable system alongside the tools they consider good practice as individual teachers, such as marbles in the jar, golden time and stickers.

2. The planning process – In producing this system the pupil research group gathered the views of children across the school. This information was then collated and used by the Rewards and Awards working group made up of 5 staff. The Assistant Headteacher used the recommendations of this group to feedback to both the SLT and Teaching and Learning Managers/SENCO before finalising this new system through a presentation to the school council and wider staff in a staff meeting. Alongside this process discussion regarding the administrative process required for this system was had with the school office staff and commercial printers.

3. The House Point system – This reward and Award system is encapsulated under the umbrella of a 'house system'. 5 houses, with a class from each year group making up the house will be formulated at the start of each academic year.

Each house will adopt one of the colours: red, blue, green, yellow or orange. In addition to this each house will have a name to reflect a current theme e.g. in Olympic year a house may have famous Olympians as house names or perhaps famous authors in the National year of reading. These names will be decided collaboratively by the staff and pupils at Ferndown Middle in the summer term of each year for the following academic year. The house with the most house points at the end of each term will be presented with the house point trophy, appropriate coloured ribbons attached and then displayed in the reception area.

House points provide the opportunity for pupils to gain recognition at an individual, class and house level.

At the end of each half term house points are collected by form captains and tutors before being sent to the school office. Each house's current standings will be updated before the headteacher shares the current running totals with the pupils in assembly. Each new school year sees the process begin again.

4. Individual Rewards – Pupils have a House Point Reward Chart in the front of their school diary (See appendix 1). This reward chart has three sets of 30 house points. Each house point is further sub divided into four pieces. Each set of 30 points represents a stage, bronze, silver and gold. Pupils can be awarded parts of house points or whole house points working towards each of the three stages.

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Upon completion of the bronze stage pupils visit their Year group teaching and learning manager who records their successes and then arrange for a certificate to be produced at the end of the term.

Pupils will then begin the silver stage and encouraged to gain house points at the gold level. These awards will be arranged through the school office and certificates presented in assemblies.

If pupils complete all three stages they are still able to continue gaining house points and are considered to be at the Platinum level. On completing the platinum level chart, pupils will see the Headteacher to award a gold star pin badge (or other special award).

Pupils receive a certificate at the end of the term they achieve each level. This process is progressive and pupil's work throughout the academic year moving through the bronze, silver, gold and platinum stages.

IMPORTANT A house point should look to recognise academic achievements and effort, whilst also rewarding pupil's contribution to school life and the citizenship qualities a child displays. Each of these attributes should be considered to have equal weighting. There is a limit of 3 house points that may be awarded for any one single occurrence of a previously mentioned attribute.

5. Individual Awards – The subject of Physical Education has an end of year trophy to recognise the achievements of a boy and girl from each year group. This is awarded in the end of year celebration assembly. In year 8, two awards for each curriculum area are given, one to recognise achievement and one to acknowledge progress. For year 8 pupils a celebration event is held to present these awards and an appropriate prize. It is the responsibility of the subject co-ordinator to ensure an appropriate recipient of each award selected.

In addition to subject awards in year 8 the following awards are also presented at the end of year assembly: The Cherry trophy for contribution to school life and the Lions Club citizenship trophy.

The Dyble-Du Rose award for effort is presented at the end of each term to a pupil who is identified by the teaching staff as giving an outstanding effort in all aspects of school life regardless of academic ability.

6. Sporting Achievements – In addition to an end of year award in each year group pupils who represent school teams regularly are awarded with the appropriate team colours. A house point can be achieved for earning sporting colours. In addition to this participation at Inter-form sporting events, sports day achievements and sports leaders can earn house points. This system of point scoring is added to the whole school house point tally for each house and is co-ordinated by the Physical education

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co-ordinator. It is also the responsibility of the co-ordinator to oversee the awarding of colours.

7. Managing this system

Awarding House points

IMPORTANT – the following is intended as a guide. It is hoped that the House Point system is used by staff consistently and thoughtfully and regular review of best practice when awarding these points is encouraged at departmental and year meetings. Staff meetings time is set aside annually to review this process.

- House points can be awarded in part for such achievements as an impressive verbal contribution in lessons or helping with clearing up after a lesson.
- A single house point is expected to be awarded to a high quality piece of work, this is not necessarily the single best piece of work a child has produced in a term but an example of what represents a high standard for the individual. In addition to this a contribution to school life that has taken time to carryout could be considered for a full house point.
- Up to three house points can be awarded when considering a piece of work that has been produced over a period of time such as work in art or design or when considering a pupils contribution to school life as a monitor for example.

Recording House Points

Each pupil has a House Point Reward Chart attached in the front of their school diary. When children are awarded points these are signed for by the member of staff issuing the reward on this chart.

Each half term the class tutor and form captain use these sheets to count up house points for each class. These totals are then forwarded to the school office. The headteacher will then update the whole school house point tally in assembly.

When pupils complete the bronze stage they report to their Teaching and Learning manager who will record their achievement and pass their year group sheets to the main office at towards the end of each term to have certificates produced for the end of term assembly. Pupils who collect enough house points to gain a silver or gold award need to hand their homework diary into the office to have their achievement

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recorded. These certificates will be presented by either the assistant headteacher or headteacher as part of an assembly.

Marking Pupil's books

When staff are marking pupils work and awarding house points they are required to keep a record of this on the child's work to provide feedback and a record for pupils. Teachers may also keep their own records, to provide a useful reference point regarding the use of house points during parents evenings and when subject co-ordinators complete monitoring and evaluation or as part of the SLT performance review cycle for performance management.

The bronze, silver and gold recognition of commitment to school life awards

Upon completing each set of house points, pupils are awarded with the appropriate level of award in the form of a 'recognition of commitment to school life award' certificate. These certificates are signed by the member of staff managing each stage of the process. (the TLM, Assistant Headteacher or Headteacher). Certificates are awarded in the final assembly of each term. A poster for each classroom has been commercially produced explaining how this system and the wider rewards and awards system for the school works to ensure that pupils are fully aware of how to gain recognition and reward.

The platinum stage

For those pupils who complete the Gold stage they will progress to the platinum stage. This stage does not have an end total to work towards. Instead pupils are considered to be working at the highest level of achievement. Pupils who consistently work well at this level are acknowledged by the headteacher in person and through a letter home to parents/guardian.

The role of the pupils

Each class has a form captain who also acts as a school council representative, this is in addition to the classes pupil research representative and sports captain.

The role of the subject teacher

Subject teachers are required to record house points in exercise books when marking to acknowledge a child's achievements whilst also ensuring that they record all house points that they award in pupils diaries with a signature.

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The role of the class tutor

Each tutor is responsible for reviewing house point collection with their tutor group during the academic year. As diaries are signed each week this process can be monitored with a sample group from the class. In addition to this each tutor group will be asked to tally their points half termly. This will require the form captain and the tutor to collate the classes points over the half term and forward them to the office.

The role of the Teaching and Learning Manager

Teaching and Learning Managers are responsible for managing points at the Bronze stage. As pupils collect 30 points to achieve a Bronze award they need to meet their TLM to have their diary checked. The TLM will then forward a completion slip to Mrs Yarrow (Practical Assistant) who will produce a Bronze certificate for presentation in the end of term assembly. Each TLM is required to keep a record of all pupils who have been awarded a bronze certificate during the academic year. These awards can then be recorded by administrative assistants where necessary.

The role of the subject co-ordinator

Subject co-ordinators should take time to ensure that house points are being awarded consistently across their department.

The role of the headteacher and assistant headteacher

The headteacher and assistant headteacher will manage the award of Silver and Gold awards in the same way that a TLM will manage the Bronze award.

The role of administrative staff

A Practical Assistant produces Bronze, Silver and Gold certificates as they are requested by the TLM's and Headteacher. Mrs Marsden ensures that half termly results are totalled from each class to ensure that ongoing house point scores are available each half term. In addition to this she records the ongoing total of each award given working alongside the TLM's and Headteacher. A record of pupils achievements can also be recorded on the SIMS system by Mrs Dale.

The role of the teaching assistant

All Teaching Assistants have an understanding of this rewards and awards system and are able under the guidance of teachers responsible for teaching groups to suggest the award of house points by teaching staff.

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8. Teaching and Learning Manager awards – Each TLM is encouraged to use their year group assemblies to present TLM awards. It is hoped that a more immediate response to effort, progress and attainment in school can be achieved through these awards. These awards include:

- *Good attendance award postcards* sent home to the parents of those pupils who maintain an attendance of 95% or higher throughout the school year.
- Awards based on the *CA grades* a pupil receives. These awards fall into the following categories:
 - CA Star Award (all grades are A or B with more Bs)
 - CA SuperStars Award (all grades are A or B with more As)
 - CA MegaStar Award (all grade A)These awards are given after each cycle of CA grades.
- *Awards for continued good behaviour* (indicated by no delays of detentions). Year 8 will also gain special privileges such as being able to go to the Youth Club during selected lunch hours and invitations to special end of term events.

Staff will also record children for praise as part of their regular cycle of year meetings and a post card will be sent home if a pupil appears on these minutes.

9. Supporting this system with Individual teacher rewards – Individual members of staff who have successful methods for rewarding pupils achievements and motivating targeted children, are encouraged to use these techniques whilst ensuring that they reflect on the value of their strategies alongside the whole school policy.

10. Continuous assessment – These grades are awarded at 4 points throughout the school year and recorded in pupils diaries. These grades will continue to reflect effort in subject lessons and run alongside the house point system.

11. Form Captains – Form captains represent their class on the school council and are responsible for collecting their classes house points each term under the supervision of their class tutor. Form Captains are selected by the pupils within the class from a list of nominees presented by the class tutor.

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