



ST JAMES'

CATHOLIC HIGH SCHOOL

Rewards Policy

Policy Owner	Assistant Headteacher Teaching & Learning
Responsible Committee	Policy & Practice Committee
Date of Adoption	November 2017
Date of Review	November 2019

St James' Mission Statement:

*To ensure everyone within our school **family** achieves their full potential,
to encourage learning and development through **faith**,
and to strive for **excellence***

Rationale:

At St James' Catholic High School, we believe that pupils who try hard and behave well should be rewarded. As a school we wish to recognise and reward progress, attitude to learning, achievement and presentation regularly. The rewards policy should support teachers to ensure that teaching and learning is effective

Aims:

- To move classroom 'behaviour for learning' at St James' to 'outstanding'.
- Further improve pupil progress by recognising and rewarding achievements more consistently throughout Years 7-11



REWARDS

The agreed foci for rewards are

1. Arriving to class ready to learn (RTL)
2. Progress, attitude to learning, achievement and presentation over time (ATL)

Arriving to class ready to learn – RTL

All pupils will begin each half term with 10 points and will be rewarded for bringing the right books and equipment, arriving to class on time and wearing uniform correctly and completing homework. Pupils will receive a star in recognition of keeping the 10 points.

- At the end of each half term a prize draw will be held.
- There will be two draws in each year group – one for those with 10 points and then a second draw for all pupils with over 6 points. At the end of the year there will be a grand draw for pupils who have kept their 10 points throughout the whole year
- Sanctions will be awarded to pupils who have lost all their points.

Keeping points:

Classroom and form teachers can remove a point from a pupil for the following:

- Arriving late to class (without good reason)
- Being without the correct book(s), kit, equipment or planner (without good reason)
- Arriving to class or leaving class wearing uniform incorrectly (without good reason)
- No homework (without good reason)

THE FINAL DECISION ON AWARDING POINTS TO PUPILS LIES WITH THE HEAD OF YEAR

Points and Attitude to Learning – the 12 Club

Three times a year (for Years 7-10) and four times a year (for Year 11 only), staff will provide an ATL score for pupils in their classes based on the agreed criteria. All staff will keep a record of pupils who have had points deducted in their lessons over the term. Pupils who achieve 1s and 2s all of their subjects join the 12 Club for that data window

The only criteria for the 12 Club are the ATL Criteria

Pupils in the 1 and 12 Clubs will be rewarded at the end of each term.

In October of each school year, the school currently offers pupils in Years 8-11 the chance to go to Alton Towers as a reward.

The criteria for attending Alton Towers are:

1. Being in the 12 Club for **two** out of three terms **and/or** an average of 6 points on the RTL system for the six half terms

PLUS

2. **Attendance of 95%+ during the academic year**
3. No more than 5 lates to school during the academic year (where lunch detentions have been issued for lates)



Final consideration of invitation is at the discretion of the Assistant Headteacher (Teaching and Learning) in consultation with Heads of Year and form tutors.

Any pupil excluded from school for any reason will not be eligible to attend Alton Towers.

2. Progress, attitude to learning, achievement and presentation over time

Progress Assemblies

Three times a year, students in Years 7-11 will also be rewarded for meeting the school's high expectations of their learning and progress in these areas:

- Progress in all subjects (criteria: overall positive progress in at least 6-8 subjects)
- Achievement points to date (criteria: positive net behaviour figure after behaviour points subtracted from achievement points)
- Attendance (criteria: attendance \geq 95%)
- Readiness to Learn (RTL) (criteria: keeping 6-10 RTL points in a half term)
- Attitude to Learning (ATL) (criteria: being in the 1, 2 Club)
- Improvement in any area (individual improvement in any area)

Pupils are rewarded in special year assemblies, and competition is encouraged between forms to further develop a culture of aspirations, effort and achievement. The reward for these pupils changes according to pupil demand.

Departmental awards (throughout the year)

All departments have an internal rewards system, that rewards pupils throughout the year for progress, individual pieces of work etc. Heads of Faculty are to administer this, with prizes coming from the rewards budget.

Year 7-9 and Year 10 Presentation Evening (June)

At the end of the year, all subjects nominate pupils for the following categories in Years 7-10:

Highest Attaining Pupil - Achievement
Most Improved Pupil - Progress
High Effort – Attitude to Learning

All pupils in the 1 Club and/or who have kept all 10 RTL points in the year will also be rewarded at Lower School Presentation Evening.

Each form tutor and Head of Year also nominates someone from each form for their contribution to the form and school life. There is also the active citizenship award for contributions to the school and local community, as well as three special awards (the Gary Cox Award, Martin Charnock Award and Joe Dalton Award).

Achievement points

Pupils will also be awarded achievement points for work over time and one-off contributions to lessons using the following criteria:

- **Academic achievement – sustained** outstanding performance over time or excellent assessment result eg. consistently + against FFT estimate
- **Excellent effort – over time** eg. **sustained effort** in class work or homework over time



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- **Improvement – over time** eg. **sustained improvement** in class work or homework over time
- **Extra-curricular contribution – over time or one off contribution** to the school or community
- **Outstanding work – consistently outstanding class work/homework or an individual outstanding piece of work**
- **Being a good Christian – over time or excellent example** of being a good Christian
- **Outstanding contribution to the lesson – one off** e.g. an excellent contribution, answer

Students will be regularly rewarded for achievement points over the academic year.

Other rewards

- Non-uniform day revenues and other funds can be set aside for particular rewards • In form time, form tutors are encouraged to operate their own reward systems.
- Postcards should be sent home to parents to inform them of progress, good work, and significant contributions to the school.
- Pupils are awarded certificates for 100% attendance during the year.

Roles and responsibilities

All staff will:

- Use all aspects of the rewards system consistently and fairly.

Form Tutors will:

- Help coordinate the delivery of the rewards system by regularly monitoring their form's points scores during form time
- Use the points and ATL systems to praise and encourage pupils where appropriate.

Heads of Year will:

- Work closely with form tutors to ensure that the rewards system is being implemented and monitored effectively
- Act as the 'gatekeeper' for staff wishing to add points to particular pupils.

SLT (AHT Teaching and Learning) will:

- Have overall responsibility for the implementation of the rewards system
- Regularly monitor the consistency of the points and ATL systems
- Keep records of the numbers and groups of pupils being rewarded.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

St James' embraces the policy of inclusion. Where pupils have statements of special educational needs, due regard will be paid to the recommendations therein. There may be situations where the sanctions and rewards may need to be modified accordingly to suit the individual concerned. This would be done in consultation with the Headteacher, SENCO and class teacher.

*For children who are on the SEN register for emotional and/or behavioural **reasons the school will employ a differentiated rewards policy where necessary.***

The class teacher liaises with the SENCO where appropriate. In turn the SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. The school may, for example, discuss the needs of a child with the education social worker or LA behaviour support service