



SIR THOMAS RICH'S

Rewards Policy

Last Review Date: March 2017

Responsibility: It is the responsibility of the Governors' Curriculum and Evaluation Committee to review the policy at regular intervals and monitor its implementation, as part of our commitment to continually develop and improve our systems for rewarding students.

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1. Introduction

We recognise that a substantial part of developing the potential of our students is giving encouragement and praise. Praise is a key component of good teaching and good relationships. Staff at Sir Thomas Rich's actively seek opportunities to praise students both within and beyond lessons. The School encourages our students to strive for excellence. Sir Thomas Rich's School values the contribution that every student can make and welcomes their diversity of culture, religion and intellectual style and the diversity of rewards reflects this. The aim is for all students to strive to succeed in a supportive environment that prepares them well for adult life.

The School has an embedded rewards structure to allow us to celebrate achievement, excellence and contribution in all aspects of school life. Our systems are continually evolving in response to feedback from students, staff and parents. Underpinning our intention to recognise excellence, hard work, effort and contribution is our system of *Merits*. This is ICT-based, teachers award a *Merit* in the Sunlight section of the school intranet to a student who has shown noteworthy effort, whether in studies (classwork or homework) or extra-curricular contribution.

Further details of our rewards and recognition systems are below:

2. Academic Achievement

In Lessons

It is important that subject teachers acknowledge the good/improving work and behaviour that takes place in lessons. To reward students both immediately and over a period of time helps to reinforce the standards of behaviour and work that we strive to achieve and will support the students in their learning. To this end, all teachers, at all age groups throughout the school should:

- Give verbal praise in lessons, recognising a positive approach to the lesson or the achievement of a good standard of work, relative to the student's individual ability.
- Ensure that positive comments concerning work and behaviour are written in exercise books or files using the *www* (what went well), *ebi* (even better if) or similar. For further information, please refer to the Assessment, Recording and Reporting policy.

For Key Stage 3, Key Stage 4 and Key Stage 5

- Use the Merit system for excellent work, homework, effort or improvement. This may be supplemented by stickers or post cards, particularly in Key Stage 3, as set out in subject department schemes of work.

It is the responsibility of the Heads of Department to ensure that all members of their department follow the guidance set out above, understand the criteria for giving rewards at Key Stage 3, Key Stage 4 and Key Stage 5 are consistent in their delivery. This should form part of the subject department's self-evaluation.

Order Grades

Any student with a substantial proportion of '1s' or 'Als' (Always) for Approach to Learning on their report each half term, or who has made significant progress in Approach to Learning or Attainment, as decided by the Head of Year and relevant senior members of staff will be awarded a commendation certificate by the Headmaster. All students' Order grades for Approach to Learning also contribute to the total House points awarded and therefore influence the Cock House winners.

Prizes

Form prizes are awarded each year on Speech Day to the high achieving students in each Form. Prizes may be awarded for effort and improvement as well as attainment. Individual subject prizes are also received by students whose work has demonstrated considerable merit. Prizes are also awarded for such achievements as "Service to Clubs and Societies", "Leadership", etc.

3. Attendance

100% attendance is rewarded by a silver commendation certificate by the Form Tutor every full term and a gold commendation certificate by the Headmaster at the end of the school year.

4. Extra-Curricular Activities

A range of awards is presented to celebrate success and achievement in various extra-curricular activities. House Merits may be awarded by Heads of House, for excellent achievement or contribution to House activities; House Colours are awarded to pupils who have made outstanding contributions. Cups may be presented for individual House events. These are presented in whole-school assemblies at the end of the term. Houses compete for the Cock House trophy awarded to the House with the most points based on House Competitions across the full range of extra-curricular activities.

5. Sport

Sport commendation certificates are usually awarded in Years 7 and 8. Colours and Half Colours are usually awarded in Years 9 and 10. Senior Colours and Half Colours are usually awarded to students in Years 11, 12 and 13. Individual cups may be awarded at Speech Day for Outstanding achievement in Sport. Certificates are usually presented to all students who have represented the School in one or more of the full range of sports.

6. Music and Drama

Expressive Arts commendation certificates may be awarded to students for particular activities or events (such as plays or concerts) as well as excellent contribution to activities. Colours are usually awarded to students in Years 11, 12 and 13.

7. Contribution to the Community or School Life

Merits are awarded to students for excellence, notable effort or contribution to school life. Heads of Year may award Commendations for outstanding commitment to School life or contribution to the community e.g. for charity fundraising events. Senior members of staff may also award Commendations for excellence in any field of school life.

School Honours are occasionally awarded to students by the Headmaster for an exceptional contribution to school life.

8. Celebrating Success

In Key Stage, Year and Full School Assemblies, the success of individuals and groups of students is often celebrated through, for example, awarding certificates or announcing results. Notice boards in corridors and classrooms enable us to celebrate the achievement of individuals and photographs of current and previous students who have gained national representation are displayed in the corridors.

9. Positions of Responsibility

Giving students positions of responsibility is a tangible way of rewarding hard work and effort. A number of students will have the opportunity to be Sports Captains and Vice-Captains in each Year. There is a Prefects system including School Captains, Observators and Prefects. These posts are in addition to School Council representatives and House Captains. Badges are worn by Form Representatives, School Captains and Observators. School Captains and Observators wear distinctive gowns on special occasions.