

LONGLEY PARK SIXTH FORM COLLEGE

PROCEDURE FOR STUDENT REWARDS

At Longley Park Sixth Form College we will promote responsible and mature attitudes amongst students by positively reinforcing the ethos we desire as well as by having a clear process for dealing with unacceptable behaviour. This document sets out structured and differentiated rewards which we hope will have credibility amongst students and parents/carers.

Communication

The foundation of this structure is the attitude of the staff in all their dealings with students and parents. This should be based on respect and consideration at all times. All of us should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to construct the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations. Where criticism is required it should be focussed on specific actions & behaviours, or on work, rather than on students as individuals. It should, whenever possible, be accompanied by indications of how to do better and praise for something well done.

Marking

Our marking and assessment policy should build on this base. It is a core part of our rewards system. Formal, written feedback and informal commentary should both stress positive achievement. Promptly returned and fully marked work shows that we have valued what the student has done. Guidance for future improvement, rather than criticism of submitted work should be the normal approach. This approach can normally be delivered within external assessment frameworks. A Marking & Assessment Policy statement has been developed to support this.

Postcards Home

When students achieve in ways which merit more high profile recognition any member of staff can use a "Postcard Home" system. A stock of pre-printed postcards will be available through Directorates and Student Services. Any member of staff may complete one of these by noting the details of a particular achievement in the space on the card and adding the student name and tutor group. This should then be passed to a member of the Administrative Support Team who will copy the card to the Progress Tutor, add the address and send it home to parents/carers.

Staff should use these cards regularly so that a steady stream of good news about students feeds into our community. It should be used, for example, to thank students for extra effort & voluntary commitment, particularly good work or effort, or for meeting targets that have been set. We need to ensure that it is used at all academic levels and for all types of achievement.

College Colours

For exceptional achievement of any sort staff should consider making a formal Commendation. This will take the form of a proforma available on the intranet which should be completed and emailed to the Principal. It asks the member of staff to give details of the achievement and recommends that the student be considered for College Colours. On receipt of a Commendation the Principal will always write home to congratulate the student individually.

At the end of each Autumn and Spring Term the Commendations will be reviewed and College Colours awarded to an appropriate group. This will be a physical symbol (to be decided) awarded at a Governors

Meeting. The group will also be assigned a sum of money to be used to run an expedition which they will plan and organise themselves with support from a member of staff. They will have to report on this expedition to governors.

It will again be important that the Colours system is seen to be accessible to all types of students for a wide range of achievement.

Attendance

Good attendance levels are a key foundation for achievement and will have a separate rewards structure. This is built into the EMA for students receiving this grant. For all students, we will monitor attendance through Progress Tutors and direct, individual feedback can be given. To reinforce both these approaches, the cumulative total attendance as a percentage of possible attendance (discounting special circumstances, certified illness or absence relating to any form of disability) will be produced for each tutor group at the end of each month. At the end of the Spring Term the tutor groups with the best totals at each curriculum level will be awarded funding for a tutor group expedition to be planned and undertaken with their tutor.

EMA Bonus

Students on EMAs get a bonus in recognition of good commitment to college and their studies. We will develop a clear system for identifying this.