



Achievement through readiness, honesty and determination

Coupals Primary Academy

Rewards Policy

September 2015

Academy Core Values: Achievement through readiness, honesty and determination.

AIM Our aim at Coupals Primary Academy is to provide:

- A first class education for our pupils
- The opportunity to develop a wide range of skills that will serve pupils for life
- An environment which nurtures enquiry and a love of learning

Overall Academy Aim:

At Coupals Primary Academy we are committed to helping each child achieve their best and feel valued and secure. Promotion of good citizenship is an integral part of the education we provide. The school provides an environment, which promotes high quality learning in a positive climate where excellent behaviour and learning is expected and achieved.

Aims of the Policy:

- 1 To define the policy for rewarding pupils in the academy
- 2 To outline the rationale behind the academy's approach to rewarding pupils
- 3 To ensure a consistent approach in rewarding pupils across the academy

Principles:

Coupals Primary Academy believe that rewards should be:

- Meaningful to recipients
- Consistent
- Used intrinsically (not as a means to get pupils to do things)
- Reflected in the school curriculum
- Celebrated with peers and families
- Applicable to everyone, adults and pupils

Characteristics of effective learning:

In the Early Years Foundation Stage there are three characteristics of effective learning. However these are applicable to learners of all ages (beyond primary school) and form the heart of our rewards system. The characteristics of effective learning are as follows:

- Engagement (finding out and exploring, playing with what children know/working on a given task, being willing to have a go)
- Motivation (Being involved and concentrating, keeping on trying and being resilient and achieving what they set out to do)
- Thinking (Having their own ideas, making links and choosing ways to do things)

The Characteristics of effective learning are at the heart of rewards at Coupals Primary Academy and are celebrated in every aspect of children's learning.

The International Primary Curriculum Personal Learning Goals:

The Personal Learning Goals of the IPC build upon the Characteristics of Effective Learning in a broader sense. The personal learning goals are:

- Morality (linking to the Core Value of HONESTY)
- Enquiry
- Adaptability (linking to the Core Value of READINESS)
- Thoughtfulness
- Co-operation
- Resilience (linking to the Core Value of DETERMINATION)
- Communication
- Respect

As with the Characteristics of Effective Learning the IPC Personal Learning Goals also lie at the heart of rewards at Coupals Primary Academy and are likewise celebrated in every aspect of children's learning.

Intrinsic vs Extrinsic rewards:

Intrinsic motivation is the act of doing something because of internal rewards. This means that completing the task/acquiring the skill is the true reward. Extrinsic motivation is the act of doing something because of a reward that awaits, e.g. a sticker. Coupals Primary Academy is developing a culture of Growth Mindset for its learners and staff meaning that intrinsic motivation and rewards are our key focus. We want learners at Coupals to work hard, learn and achieve well because they want to be successful and find fulfilment in their learning.

The focus for pupils' learning is on children achieving to become better learners – not to receive extrinsic rewards. This is supported by the constant opportunity to talk about their learning and to become fluent in the language of learning.

Key Principles for rewarding pupils:

- Take pride of the achievements of every learner at Coupals Primary Academy
- Involve pupils in the process of praise and reward (particularly with their own reflection of their learning)
- Focus on achievement and NOT ability

- Use praise and rewards as a vehicle for continual learning and achieving next learning goals (and always striving to achieve more)
- Reward around the fundamental characteristics of learning

Common rewards awarded by all staff will be as follows:-

At Coups we believe that rewards are most powerful when children have ownership of them. Our rewards include:

- Sharing successes in reward assembly (with a learning leaf)
- Recognition of good behaviour on the school behaviour diamond
- A 'good news' card sent home to parents to share examples of good learning
- Examples of good learning shared via 'learning pages' of the school website
- Receipt of award certificates in half termly achievement assemblies
- Praise in written feedback in pupils' books
- Award of team points (in line with agreed behaviour diamond quantities and no more than 2 team points for a piece of work)
- Positive feedback about pupils' work in their books
- Recognition from peers/staff with a 'fish' in recognition of making someone's day which are shared in assembly

Year 6 specific rewards and sanctions:

Year 6 is a critical year in terms of children's preparation for Secondary School. Because of this the Year 6 pupils use Class Dojo as a means of monitoring behaviour and attitude and rewarding them accordingly. Class Dojo is an app in which teachers can give points to pupils every time they do something positive. Likewise teachers can remove points for the opposite.

Achievement Assemblies:

- Every Friday the academy holds an achievement assembly to celebrate successes during the week.
- Each Friday morning 2 names are drawn at random to share successes.
- Children, in discussion with their teacher if necessary, think of a success that they have had in school during the week and record it on a learning leaf.
- Learning leaves are then shared by the child (or their teacher if they prefer) in assembly with the rest of the school.

Awards Assemblies:

- Every half term the academy holds an awards assembly (to which parents are invited) to celebrate success of our learners.
- Throughout the course of the year the following awards are given to nominated pupils:
 - Learning Award (for pupils who have displayed a real passion for their learning)
 - Progress Award (for pupils who have, as a result of their hard work, made good progress in their learning)
 - Mindset Award (for pupils who demonstrated an excellent Mindset to improve their learning and progress)
 - Citizenship Award (for pupils who demonstrate excellent citizenship within their class and the wider school community)
 - The Outstanding Progress award (for a pupil who has made outstanding progress during the course of the academic year)

- Sportsmanship Award (for pupils who display excellent sportsmanship both in competitive sport and/or PE lessons.

Policy Monitoring and Review

This policy will be monitored by the school's Senior Leadership Team and the Local Governing Body will evaluate the policy. It will be reviewed annually.

Date	Action
August 2015	Policy drafted
August 2015	Staff consultation
September 2015	Governors approved _____ Chair of Governors