



## Rewards and Celebrations

### Overview

At Bloxham Grove Academy we recognise the importance that intrinsic motivation has on encouraging a lifelong learning experience for our students; however we also recognise that our students gain a great deal of motivation from extrinsic rewards. Research into motivation has shown that the most beneficial and impactful reward systems in schools have a good balance between intrinsic and extrinsic motivation. Our Rewards and Celebrations system has therefore been carefully designed to utilise both intrinsic and extrinsic factors which complement each other.

The psychological benefits of intrinsic motivation are triggered when students feel recognised for the good choices they make. We aim to prompt personal satisfaction and enjoyment in learning through instilling personal values for all our students; fostering autonomy and creativity; and through instilling a sense of satisfaction in success and achievement. The short-term benefits of extrinsic rewards can have a positive effect on our students' learning because they are tangible, highly visible and appropriate.

Our Rewards and Celebrations system is not a points based programme where demerits are used to 'balance' behaviours; instead it celebrates all successes and does not discount these successes with any deductions for negative behaviours or responses.

Our Rewards and Celebrations system is designed to

- lead to a strong sense of community (in the class and within the school as a whole)
- lead to a love of learning and achievement across a range of subjects and areas within the curriculum and beyond
- ensure positive praise and recognition is meaningful and is valued by students
- encourage a strong sense of resilience and growth mindset
- encourage students to have a secure understanding of the impact that hard work and perseverance can have on their progress and happiness
- give opportunities for all members of the school community to come together to celebrate everyone's success
- reinforce desired behaviours in school

## Features of our Rewards and Celebration system

### Immediate Praise and Recognition

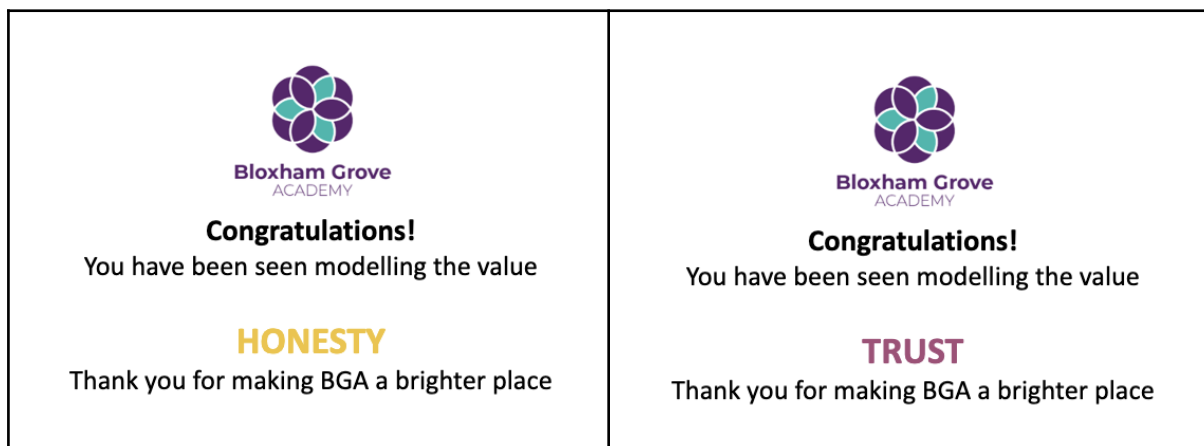
We understand that immediate praise and recognition has a huge impact on our students. To ensure that it has a positive impact on resilience, motivation and confidence, praise must be meaningful and targeted towards effort rather than on outcomes or performance. This immediate praise and recognition also has a significant impact on students' positive behaviour both in the classroom and in the wider school community.

### Written Feedback

Feedback in books should be meaningful and targeted. Students enjoy having their work acknowledged and recognised with comments such as '*wonderful work*', '*great effort*' and '*well done*' however there should also be a comment which clearly communicates why the work has been praised e.g. '*wonderful work - you have really improved your presentation since your last piece of writing*' or '*great effort - I can see that you have spent time on this task*'.

### Values Recognition Cards

Our *Values Recognition Cards* are used to help us all to recognise, identify and reward students when they exhibit our school values which are: *Welcoming, Respect, Honesty, Trust, Kindness and Resilience*. We know that students hugely value positive recognition between each other and that often peer to peer recognition is sought after. Students are encouraged to give *Values Recognition Cards* when they notice another student displaying our values e.g. noticing that a student has been honest or trustworthy.



Although there is not a points system attached to the *Values Recognition Cards*, class adults will publicly display and monitor the accumulation of instances during a period of time and reward students in their class with something of their choice. As intrinsic motivation is especially enacted when students are able to make meaningful contributions to their community, rewards for the accumulation of cards should always be a full class event and should not exclude any member of the class.

Options are varied and could include the following: an additional afternoon using designated spaces in the school such as the Outdoor Classroom, the Cooking Room, the Art Room or the Sports Hall; having a treat like hot chocolate or milkshakes; going off site for a walk into Bloxham Village; sharing a movie in their classroom; extra free association time in the afternoons for a week; being the first class group to leave the Lunch Hall for free association for a week...this list is not exhaustive and there will be opportunities for class groups to decide on their rewards. All decisions should be made as a community so that they have value for all participants.

*Value Recognition Cards* are kept in several places around the school: Reception, individual class rooms, Guggenheim and in the Leadership Office. Adults should signpost students where to find these cards and they should be readily available for both students and adults to give out. To support our commitment to be an environmentally friendly school, our *Value Recognition Cards* are made from cardboard so that they are recyclable.

To aid visual promotion of the values, cards will be swapped with the class teacher for a coloured token which is added to each class group's Values Jar. Each value has been allocated a colour.



Using coloured tokens and having a Values Jar will help class groups to see which values they are particularly good at displaying as well as identifying any values that need to be focused on. *Over time we may move from only using the coloured tokens rather than giving out the cards.*

To ensure equity across class groups, class adults will agree on approximate levels of accumulation of coloured tokens before a rewards activity can be arranged.

## Daily Learning Reflection

Daily opportunities are given for students to reflect on their attitude towards learning so they can gain satisfaction from their achievements. Twice a day (at the end of the morning session and at the end of the day) students are asked to reflect on four questions which are designed to prompt consideration of their own learning and their impact on other students' learning. Sufficient time is allocated so that discussion between the student and their teacher is meaningful and valuable.

How do I feel about my learning today?	
<b>Right Place</b>	Was I where I was supposed to be?
<b>Right Time</b>	Have I followed instructions when I have been asked to do something?
<b>Respect</b>	Have I been respectful to others and made a positive impact on the learning of others?
<b>Learning</b>	Have I completed all my learning tasks?

To avoid a superficial yes or no, students are asked to reflect on their success via a graded system of *none of the time* to *all of the time*. Points are allocated to this graded system as noted below:

<b>N = 0</b>	<b>None of the time</b>
<b>S = 1</b>	<b>Some of the time</b>
<b>M = 2</b>	<b>Most of the time</b>
<b>A = 3</b>	<b>All of the time</b>

## Bronze, Silver and Gold recognition of achievement

Students are able to achieve 24 points each day via 2 reflection sessions (1 on a Friday) if they show that they are in the right place, at the right time, showing respect and completing their learning at all times.

This means that 108 points could be achieved throughout the week and these points are logged and count towards each student's progress towards Bronze, Silver and Gold recognition of achievement.

Students are also prompted to consider their week as a whole and to think about the three questions below. Discussion about these questions should help students make a plan with their class adults about how they could approach challenges during the next week.

### Bloxham Grove Academy: Daily Learning Reflection



	Friday	Monday		Tuesday		Wednesday		Thursday	
	1	1	2	1	2	1	2	1	2
<b>Right Place</b>									
<b>Right Time</b>									
<b>Respect</b>									
<b>Learning</b>									
Totals:									
<b>End of the week reflections</b>									
What were my challenges?									
What were my successes?									
Which school values have I shown this week?									

When a student achieves the specified points to gain a Bronze, Silver or Gold their success is recognised in the following ways:

1. they are celebrated in our Friday Celebration Assembly where they are given a certificate and a badge;
2. their photo is added to the Recognition Board in the Lunch Hall for the week;
3. their parents receive a postcard from the class teacher to inform them about the achievement; and
4. they are able to choose a reward from the list of suggestions below.

## Suggested Rewards

Level of Achievement	Number of Points	Reward Ideas
Bronze	550	Hot Chocolate and cookies Litter picking Outdoor games session e.g. 15 minutes Gardening Session Mindfulness colouring Lego session in Guggenheim Time in the sensory space
Silver	750	Non-school uniform day Additional free association time Helping with taxis Helping in the Lunch Hall Extra PE session Extra Art session
Gold	1000	Games afternoon OPAL play coordinator for a week S'mores afternoon Extra Outdoor learning session Extra Cooking Farm visit

## Friday Celebration Assembly and Star of the Week

Every week we finish with a whole-school celebration in our virtual assembly. To avoid disruption at the end of the week, our Celebration Assembly takes place in the morning. During the assembly, each class group is invited to celebrate successes from the week including identifying and congratulating students who have achieved a Bronze, Silver or Gold recognition of achievement.

We also celebrate one student from each class group as their **Star of the Week**. This student is chosen by their class adults in acknowledgement of their positive attitude to learning, progress with their learning or their contribution to the school community by exhibiting our school values.

## **Recognition Boards in the Lunch Hall**

We have three celebration boards in the Lunch Hall which are updated each week on a Thursday afternoon ready to be seen by students during Friday lunch time:

- *Wow Work* - pieces of work from students completed that week which they are proud to display
- *Star of the Week* for each class - a photo of the student and a brief description of why they were given this recognition
- *Recognition of Achievement* - a photo of each student who has achieved the Bronze, Silver or Gold level for that week

## **Clubs and Activities**

As a positive end to each week, every Friday afternoon all students are able to choose from a wide range of Clubs and Activities. These clubs and activities include chess, PE (indoor and outdoor), art, dance, film, comic book. The School Council are actively involved in choosing these clubs and activities; they listen to their classmates and therefore the clubs and activities have been specifically designed to meet the interests of our students.

This session is enjoyed by both students and adults and is therefore a wonderful opportunity to end the school week with fun, high engagement and positivity.