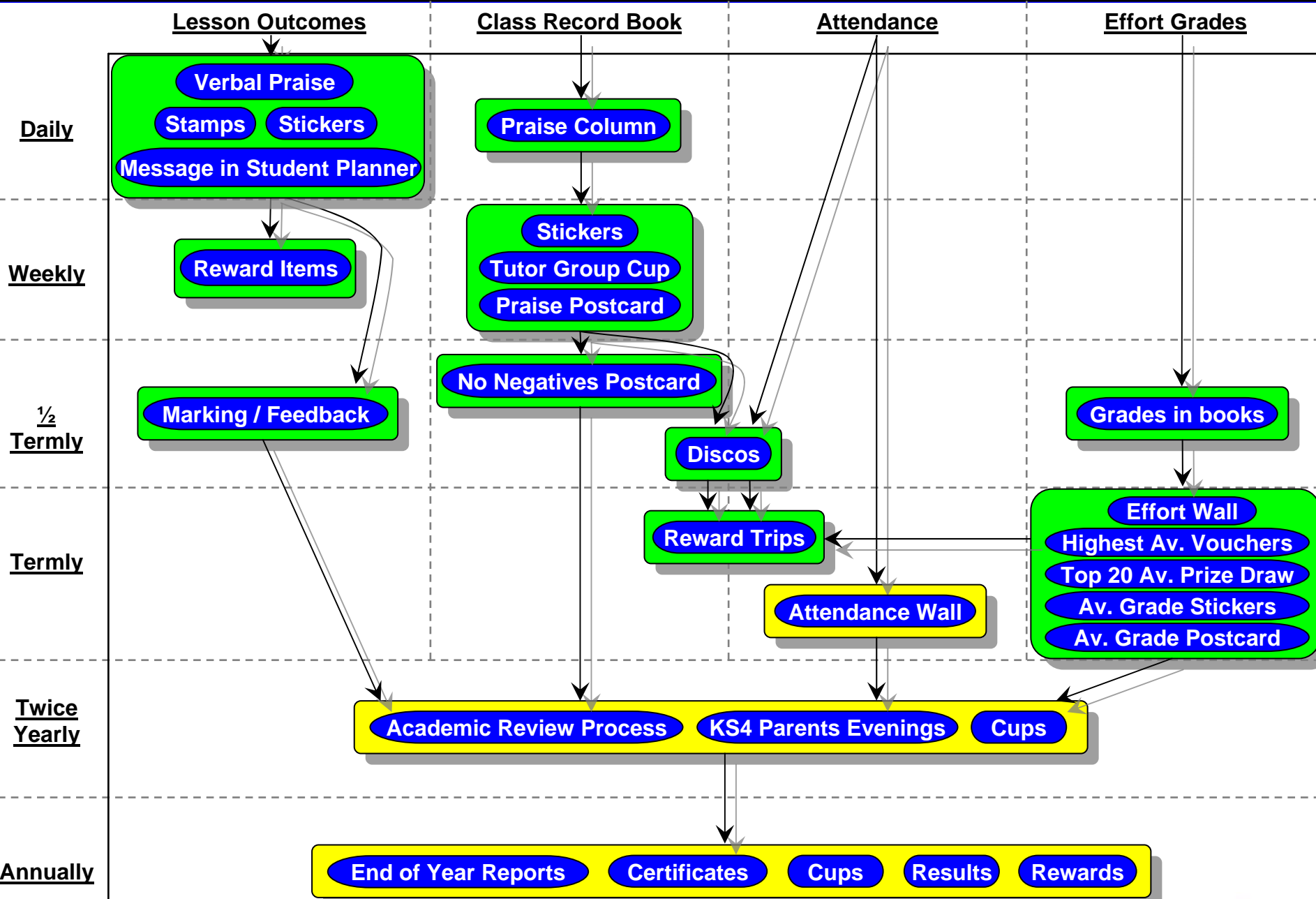
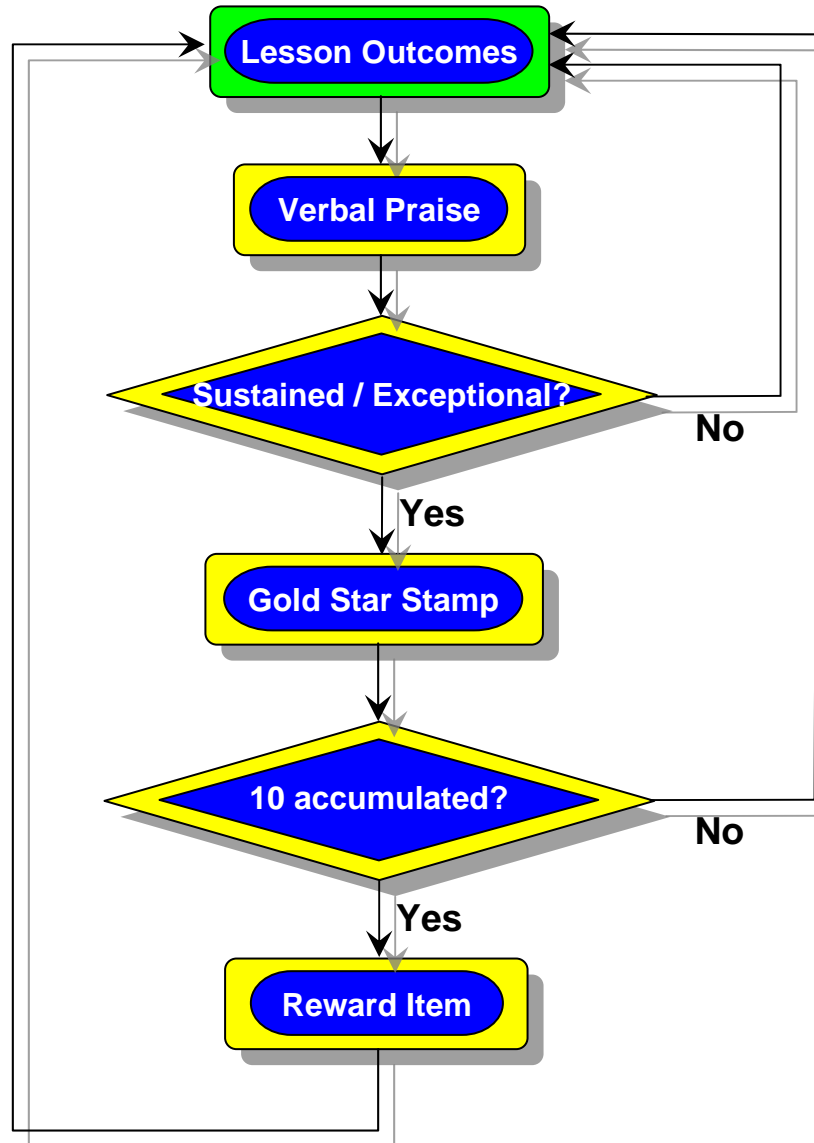


North Axholme School – Rewards Framework



Lesson Outcomes

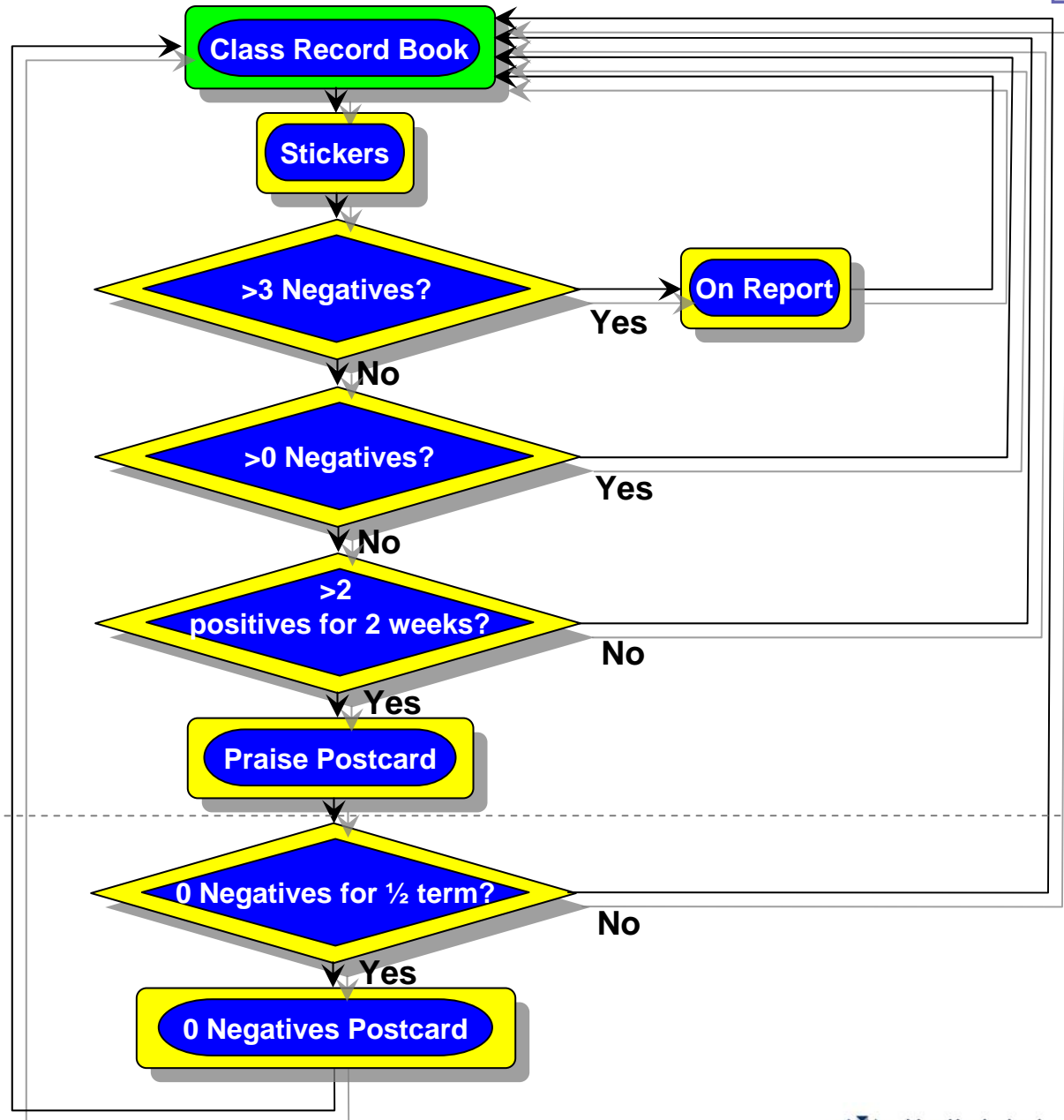


Class Record Book



Weekly

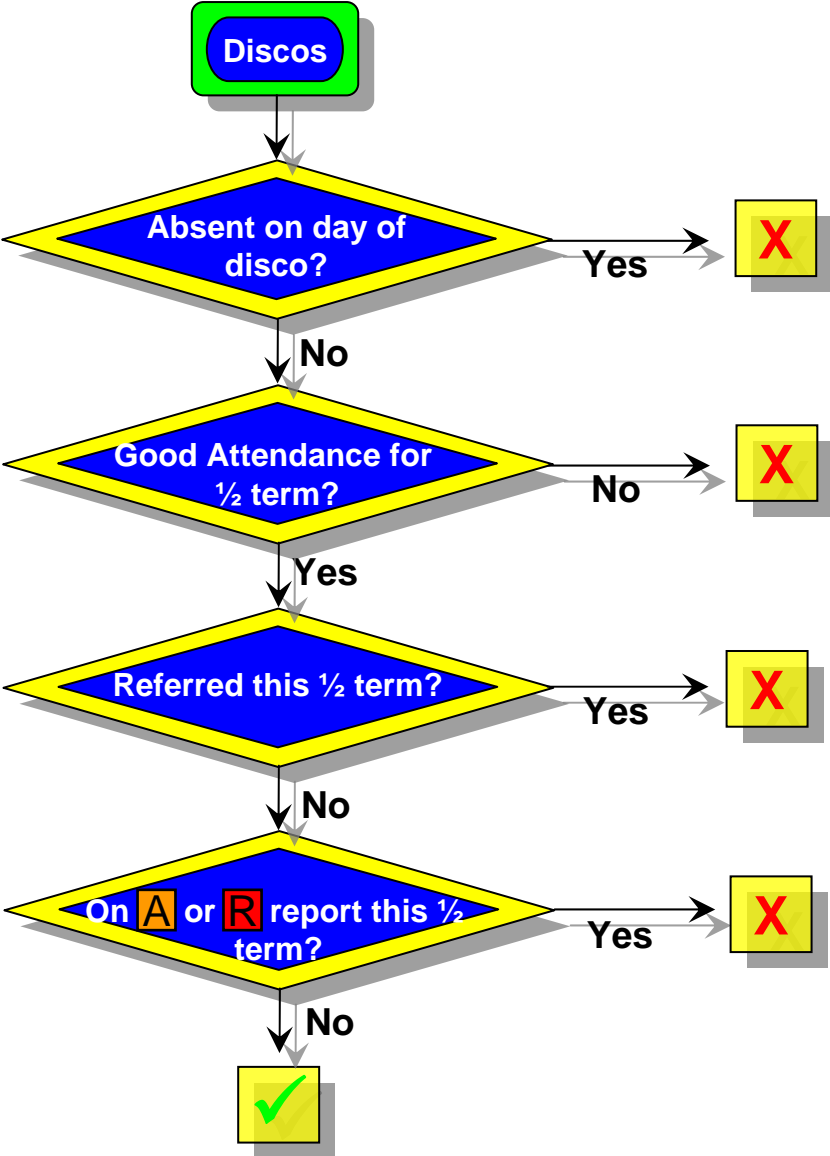
½ Termly



Discos



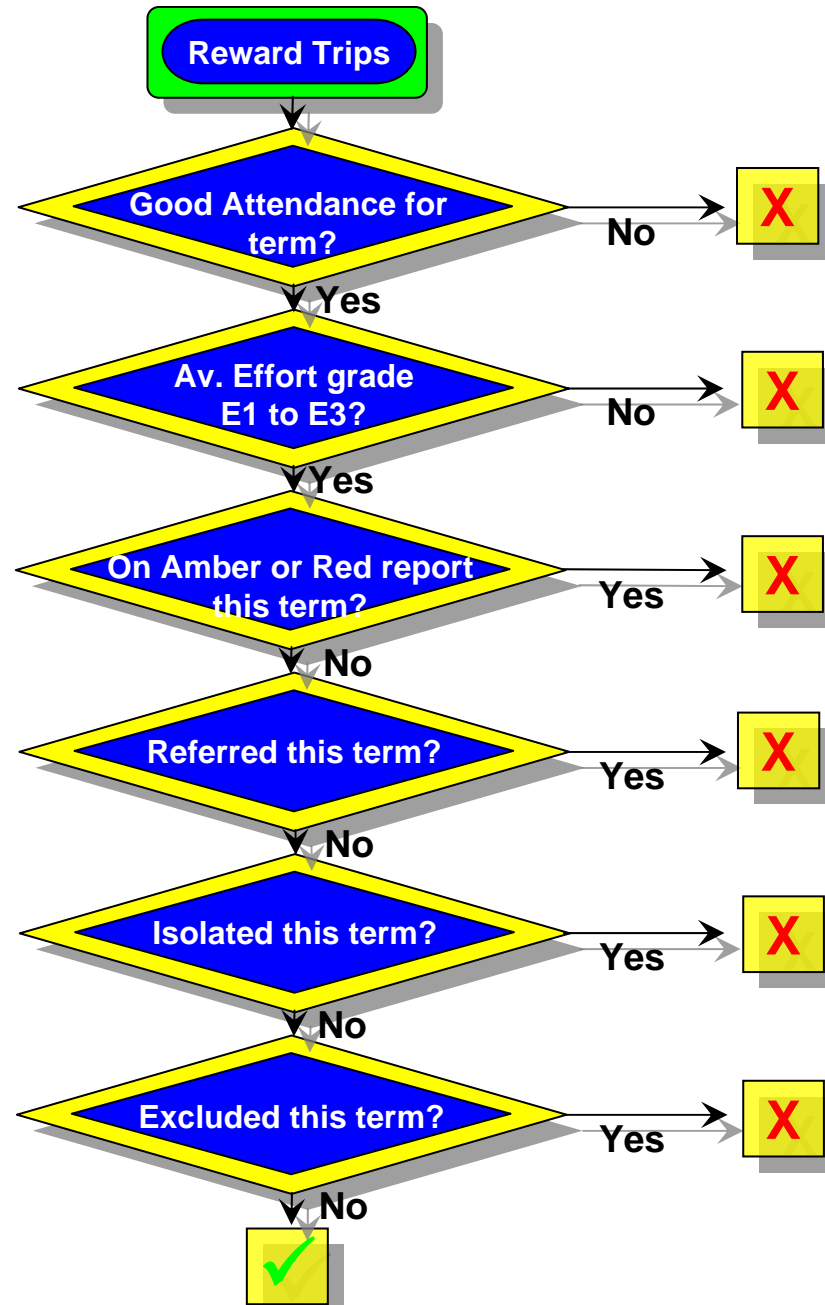
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Reward Trips



Termly





<p>E1 - STAR STUDENTS</p> <p>You always invest in your own learning. You:-</p> <ul style="list-style-type: none"> • hand homework in on time • do reading/research homeworks • listen carefully to teachers and other students • stay on task • make an excellent contribution to group work and whole class discussions • are ready to learn <p>You do everything your teachers expect of you and are a real role model for other students.</p>		<p>E2 - VERY PROMISING STUDENTS</p> <p>You almost always invest in your own learning. You:-</p> <ul style="list-style-type: none"> • hand homework in on time • do reading/research homeworks • listen carefully to teachers and other students • stay on task • make a good contribution to group work and whole class discussions • are ready to learn <p>You make sure that teachers and other students know that you want to learn. You have exactly the right approach to learning.</p>	
<p>E3 - HARD-WORKING STUDENTS</p> <p>You are positive about learning and you usually:</p> <ul style="list-style-type: none"> • hand homework in on time • do reading/research homeworks • listen carefully to teachers and other students • stay on task • make a good contribution to group work and whole class discussions • are ready to learn <p>We want all students to achieve E3s and above. You are doing fine and completing most of what teachers expect. We think you could aim higher, fulfil your promise and become a star student.</p>		<p>E4 - WAKE-UP CALL STUDENTS</p> <p>You are beginning to neglect your school work. You sometimes do not:</p> <ul style="list-style-type: none"> • hand homework in on time • do reading/research homeworks • listen carefully to teachers and other students • stay on task • make a good contribution to group work and whole class discussions <p>You exhibit behaviour which prevents learning (of yourself and others). You are often not ready to learn and as a result you are in danger of not doing as well as you can. You will not achieve your target grades if you do not wake up to this problem.</p>	
<p>E5 - CONCERN STUDENTS</p> <p>You need help in valuing your own learning and often block the learning of others. You may frequently:</p> <ul style="list-style-type: none"> • fail to hand in homework • interrupt lessons • slow down the learning • not do enough work in lessons • arrive late/without appropriate equipment • distract other students • get easily distracted • refuse reasonable requests <p>You have more ability than you are showing and will be given support to make better choices. You need to start investing in your own learning.</p>		<p>E6 - TARGET STUDENTS</p> <p>You are having major difficulties in managing your own learning and are stopping other students learning. You often may:</p> <ul style="list-style-type: none"> • do no homework • disrupt learning • challenge other students • challenge teachers • arrive late/without appropriate equipment • not respond to being on report • not improve despite the help we have offered <p>Serious consequences will follow unless you begin to invest in your learning.</p>	



We aim to provide high quality feedback to students to help them plan the next stages in their learning and make good progress. The bullets below outline key aspects of our marking / feedback process:

- Feedback can be verbal, during a lesson and should be focussed on the learning objectives for the activity. Students are encouraged to talk about their work and how they can improve it against given success criteria.
- Oral feedback can be from peers assessing each others' work. Students are taught how to assess each others' work and give constructive feedback.
- A student's work should normally be checked / marked within two weeks of its completion.
- Work that has been marked by the student or by another student may be acknowledged by a tick or initial.
- Subject areas identify a target piece of work per half-term to be assessed. Students should be aware of the success criteria for this key piece.
- We use comment-only marking, identifying areas of success and improvement in a student's work.
- Students are given the opportunity to respond to the feedback given in order to improve their work.
- Attainment levels / grades are not given on every piece of work but are given at the end of a unit of work.
- Teachers record attainment levels to track student's progress.
- Students are made aware of how their work is to be marked.
- Marking is monitored at a department and whole-school level on a regular basis.