

Relationships – Year 9 Reward Scheme in RE

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It was felt within the department that we needed to do more to raise AFL and praise students for the high quality work they have done, effort they have put in, behaviour and contribution in lessons, raising boys achievement etc. As well as the school system of house points, certificates and sending praise postcards home, the department organised credit vouchers / tokens which were awarded and could then be swapped for tangible prizes. This helped stress the positives, was inclusive, and was immediate – students knowing straightaway that teachers valued their work and efforts.

ACTIONS	TIMESCALE/ DATES	RESOURCES/ PERSONNEL	SUCCESS CRITERIA
Voicing concerns about Yr9 issues	Autumn term 07	RE dept / budget	Strategies – the voucher scheme implemented
Need to be more positive towards students – so creation of voucher system	Autumn term 07	RE dept / budget	Vouchers created, prizes bought, system told to students etc
Time spent in Department meeting finalizing arrangements and explaining scheme	Autumn term 07	Led by Lucy Madden	All staff use the scheme within the 8 Yr9 teaching groups

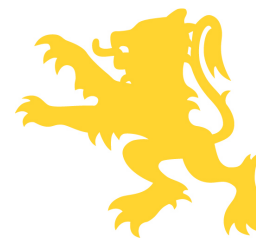
What happened during your research?

During the scheme, it is fair to say that there were varying levels of success – however, many Year 9’s said that they preferred this to house points, which despite larger prizes (which of course very few students win), seemed to have less currency and did not really act as a motivator.

The voucher scheme then helped to get students working well – it worked with more difficult groups and at more challenging times of the school year, and encouraged successfully a more purposeful and positive environment.

The issues raised have been expense – maybe this is not a scheme which is sustainable constantly – but could be used as a short, sharp motivational tool which does seem to work.

Good students can be perpetually rewarded – the silent majority are noticed and rewarded, and students are able to model their behaviour – other students alter positively their behaviour when vouchers are being used. Year 9’s saw this as ‘fun’ – it put some enjoyment in learning and doing back!



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