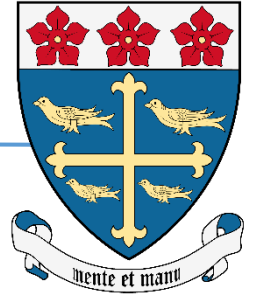




# Queensferry High School

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**Celebrating Wider Success and Achievement**



## Purpose

This policy and associated procedures support and promote the recognition of successes and achievements both within and beyond the classroom.

## Strands

There are three main strands to our approach:

1. Providing Opportunities for Additional Study, Extra Curricular Activities and Sports Clubs.
2. Recognising Wider Success and Achievement
3. Celebrating Success with Awards and Events

## Providing Opportunities for Additional Study, Extra Curricular Activities and Sports Clubs.

Each session we will publish a timetable for study, Extra Curricular and Sports Clubs. This document will be called our Enhanced Curriculum. We work in partnership with Active Schools to deliver our sporting opportunities.

We will begin to gather this information at the start of exam leave so a first draft can be shared during P7 transition in June. A further information gathering process will happen during August Inservice to allow new staff to contribute, with the final version being published in early September.

Examples are given below:

### Study Classes

Title	Year	Level	Day	Time	Room	Start date	Teacher
All subjects	S4-6	All	Every day	7:45 - 8:30am	2.25/2.27	20th Sept	Mr Moore Mr Reid
Accounting	S5-6	Higher	Wednesday	3:25 - 4:25pm	1.65	12th Oct	Mrs Dagnall
Applications of Maths	S4-6	National 5	Tuesday	1:15 - 1:40pm	3.30	5th Sept	Mrs Forshaw Miss Forsyth

### Active Schools Sports Clubs

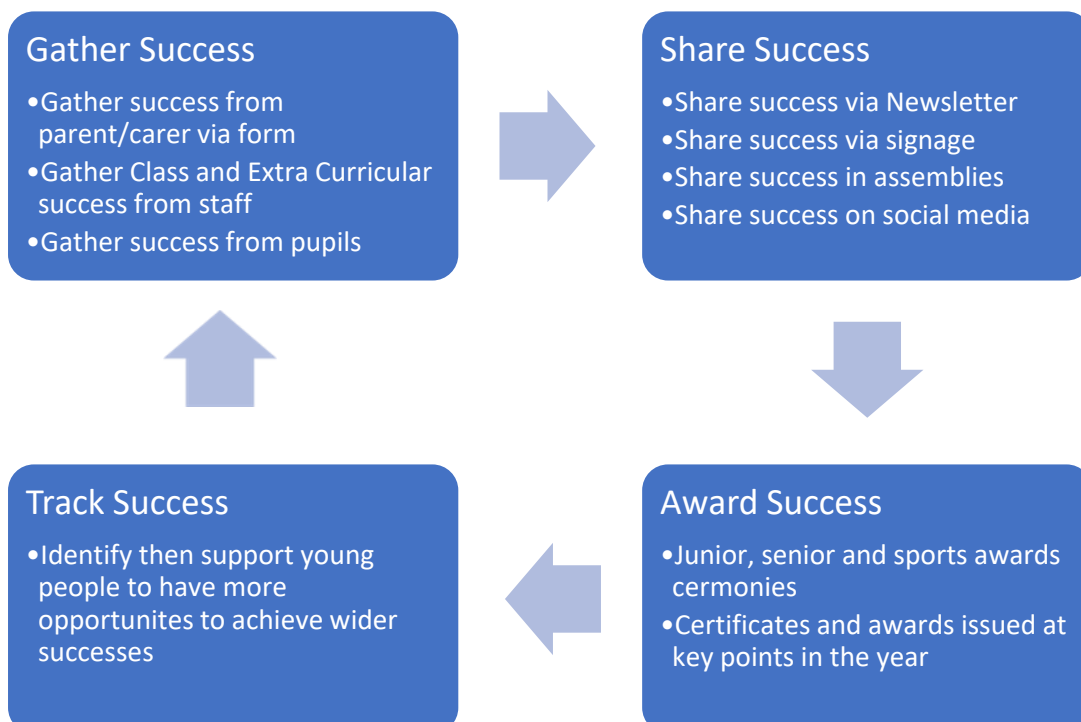
MONDAY					
7.15 – 7.45	Functional Fitness	S5/6+ Staff	Fitness Suite	Mr Rose	
3.30 – 4.30	Volleyball	S1 – 6	Games Hall	Mrs Dickson	
3.30 – 4.30	Cheer Leading	S1 – 3	Dance Studio	Miss Wilkinson	

## Groups and Clubs

<b>Name</b>	Art Club	
<b>Year group</b>	S1-6	
<b>Time</b>	Monday 3:30 – 4:15pm	
<b>Location</b>	Art Dept	
<b>Start date</b>	5 <sup>th</sup> Sept	
<b>Teacher</b>	Miss Hunter	
<b>Description</b>	Pupil led art group. A chance to mingle with other pupils across the school who share your interest and enjoy time making art together.	

## Recognising Wider Success and Achievement

There are four themes in recognising wider achievements. First, we must gather information on successes both within and beyond the classroom. Then we will share those achievements through agreed means. Once we have gathered an a range of achievements, we can award those successes at key points in the session. Then, with all this data on success, we can identify young people who will benefit from support to gain wider successes, and put the appropriate supports in place. See the diagram below.



## Gather Successes and Wider Achievements

There are two main data sources within existing systems that generate data that can be used to recognise success, those are:

- ❖ Class Charts – which can award positive behaviours within class
- ❖ Tracking and Attainment data – which can recognise success in internal progress and external assessments.

We require additional sources of information from staff, pupils, parent/carers and partners.

### Gathering Wider Successes and Achievements from Staff and Partners

As staff can already record successes within class on class charts, we require an additional mechanism to record successes at study clubs and extra-curricular clubs. We will collate this information via email or Class Charts depending on staff preference. Active Schools Clubs report successes to our school and we can then award House Points.

### Gathering Wider Successes and Achievements from Parent/Carers

Parent/Carers play an essential part in sharing information with the school on the wider success and achievement of young people out with school. Parent/carers will be able to [share this information with us via this form](#). For example, a pupil reached the ICC dance national championship final, or they raised money for Charity by doing a bag pack, or they have been helping at a community centre: This information can be shared with us via this form and then we can award House Points. This can include sporting achievements not linked to Active Schools Clubs.

### Gathering Wider Success from Pupils

Our Pupil Senior Leadership Team is working with the Deputy House Captains to develop the mechanisms for collecting information from pupils. It is important pupils have ownership of this to maximise the amount of sharing of wider success.

## Sharing Wider Success and Achievement

As the information is being gathered, we will then want to share it widely within our community. We would look to share this in the following ways:

- ❖ Via Newsletters shared by email and social media
- ❖ Via school signage
- ❖ In classrooms where appropriate

Feedback from young people is that they at times would like to remain anonymous. We can achieve this by giving the option of anonymity when the information is shared. In those cases we can share successes by register class. For example: “1H1 had the following successes and achievements this month...”. With permission we can also include individual names in those celebrations. If the young person is happy to include their name, then we would love to share it.

## Awarding Success and Wider Achievement

We aim to frequently share wider success and achievement. In addition, there will be key points in the session where we will want to collate and award successes and achievements.

### Certificates and Awards at Key Points in Sessions

We will consult with the community on what key points are best to review successes and achievements to generate certificates and awards. Initially we will certificate successes in December and have Award Ceremonies in June and September.

At key points a review of points will be collated from Class Charts and House Points to recognise and award collective and individual success.

The Award Ceremonies will also include awards for attainment, such as performance in exams, subject based achievements, and trophies based on various criteria.



## Tracking Wider Success and Achievement

Over time from our various sources we will collate a picture of successes in class (Class Charts), successes out of class (shared by pupils, staff, parents and partners) and attainment and achievement over time (reporting and exam board certification). With this information we will be able to identify which pupils would benefit most from interventions to help them access more opportunities for wider success and achievement. Those interventions may start with communication with parent/carers to see if the pupil is engaging in activities that have not yet been reported to the school, and could evolve into more direct support to engage in extra curricular clubs, study clubs or sports clubs, or engagement with the local community and charities.

## Next Steps

We always welcome feedback on how to improve from all our community. If you would like to engage with our School Improvement Team for wider success, or just would like to give feedback and/or suggestions, please contact the school.