



House Identity in Gleniffer High School



Contents

School Vision

Rationale

House Identity

How we Celebrate Achievement

Tracking Achievement

Achievement Boards

House Point System

School Vision

Gleniffer High School is committed to providing a high quality education in a caring and welcoming environment. It is our belief that the wellbeing of all young people promotes self-worth, confidence, and self-esteem, leading to high quality attainment and achievement.

In Gleniffer High, we will work with all our stakeholders to promote wellbeing and ensure that our learners have the opportunity to thrive in a stable school environment, which will support their progress, prepare them for life beyond school and make our community a great place to live.

Rationale

Our school vision, values and aims encourage young people to be a part of our school community. However, we firmly recognise the achievements of young people beyond the scope of the school too. House Identity is an ever-developing theme and each year House Captains bring more to the role and the school community through innovative projects, charity fundraising and promotion of house activity which all contribute to the house cup.

House identity celebrates success and promotes positive contributions and a sense of school community.

House Identity

Gleniffer High School has four Houses:

Brodie



Glen



Moredun



Thornly



Pupils are allocated to Houses when they enter their first year in the school and have the support of one Principal Teacher of Pastoral Support, one Depute Head Teacher and one Pupil Support Teacher throughout their secondary school career.

Brodie	Glen	Moredun	Thornly
Michelle Foley	Gemma Denny	Lyndsay Cameron	Lynne Harris
Heather Prentice	Marie-Claire Futamata	Aileen Sangster	Evelyn Feggans
Dionne Doherty	Laura McBride/Margaret Conway	Sarah Aitken	Carole Allan

All staff, teaching and non-teaching are allocated to houses. Pupils have badges to show which house they are in and staff have photo ID lanyards to match their house.

Each House also has two House Captains who are in their sixth year of secondary school. Principal Teachers of Pastoral Support lead the recruitment process for House Captains through an interview process. They work closely with House Captains to support their role within the school. House Captains **promote achievement forms, count house points, update the achievement/house boards** and organise events, which raise funds for house charities.

House Captains promote the use of the Pupil Achievement Recognition Forms to ensure all pupils have the opportunity to have their achievements recognised and celebrated through the extra-curricular awards programme.

How we Celebrate Achievement

In Gleniffer High School celebrating achievement is a high priority, pupils success is celebrated in a wide range of forms including:

- House Tokens
- House Points
- School newsletter / website
- Local news / media
- School Assemblies
- Wall displays
- Award Certificates
- S1/S2/S3 Achievements Ceremony
- S4/S5/S6 Academic Awards
- Saltire Awards
- Volunteering - school events or senior programme
- John Muir Award
- Duke of Edinburgh
- YPI
- Extra-Curricular Awards
- References (school leavers)
- Celebration Booklet
- Letters of Praise
- Pupil of the Month – Departments

Tracking Achievement

Information collected at cluster level, is used as part of transitional information to provide a holistic view of each young person coming to Gleniffer High School. This enables us to meet all the needs of our young people and ensure that all are challenged to achieve at a suitable level.

Data gathered in S1 through individual interviews with Wellbeing Coaches (PEF) is used to track pupils' wellbeing. This encourages them to assess their own progress in the wellbeing indicators, highlight their achievements, build a long-term view of their achievements and the develop confidence in discussing those achievements with others. **Active Schools** track participation in physical activity, which is being used as a foundation for a tracking database. This will allow us to identify which young people do not have any specific extra-curricular interests and discuss with them what they are interested in being offered. This also allows us to identify which young people should be targeted for specific interventions to improve their physical or emotional wellbeing via Pupil Equity Fund.

The extra-curricular awards database ensures we highlight the achievements of young people in and beyond the school using our Bronze, Silver and Gold badging system.

Data gathered in senior phase will be used to support young people in their applications for jobs, young apprenticeships, and college / university places. Young people experienced in discussing their skills, qualities and achievements will be better placed to succeed in further education, higher education and employment.

Publicising Achievements

On at least a monthly basis update the Achievement Boards in the reception by the front door plus the achievement board in the social area.

1. Information for the boards sourced from the following:

- review of twitter feed
- review of local media articles
- review of website posts
- review of Head Teacher's reflection
- feedback from the achievement form review team

2. Achievement story preparation

- Draft A4 Word document with short story and photos for the notice board (keys for the board from the Head Teacher).
- Transfer the information to a PowerPoint to update plasmas and send to AV technician and Miss Maley for school website.
- Prepare a tweet.
- Update House Points Barometer.

3. Compliance with policy on photographing young people

- Photographs of pupils may be posted on the school website and within school
- Adhere to policy with respect to revealing pupil names
- Adhere to policy with respect to divulging pupil whereabouts
- If in doubt, discuss with DHT before publishing on Twitter (in particular)

House Points System

House Tokens ** NEW

All staff are issued with house coloured tokens, which can be issued to pupils at any point in the school week for any of the following:

- Good or improved effort
- Good or improved behaviour
- Good or improved time-keeping
- Contribution to or leadership of learning
- Quality of work
- Attainment or Achievement
- Supporting others
- Embracing school values

Staff are encouraged to issue tokens on a weekly basis and briefly explain to the young person why they have received it.

The tokens are coloured by house and young people should put them in the new house token unit by their house.

Principal Teachers (Pastoral and Curriculum) and Senior Leaders can issue the Platinum House Token if they feel a young person has had an exceptional success in academic terms or other whole school contributions.

A house token is worth 10 points and a Platinum house token 50 points.

Achievement Data Collection

House Boxes will be made available to enable all young people to nominate themselves or their peers for recognition. (Situating outside the pastoral office window.)

A further box at the office will enable visitors / guests / pupils / staff and parents to nominate members of the Gleniffer High School community who deserve recognition – this could be pupils or staff – via a “Star Card”. This will be emptied once per month prior to achievement meeting.

Staff will complete the extra-curricular awards sheet for the office on a monthly basis as is current practice.

House assemblies will ensure that pupils will be reminded of this opportunity and that they will be actively contributing to their own House total. This element of competition will further motivate pupils and staff to ensure that all achievements are suitably recognised.

Opportunities to submit achievements online are available via the school website, providing pupils and parents with a means of communicating directly with school. Head Teacher will check monthly prior to achievement meeting.

Counting House Points

- Meeting takes place once a month (Lead staff** and House Captains)
- House Captains count the house tokens collected on a fixed date each month, bring total to achievement meeting.
- Pupil Extra-Curricular Awards Information passed to Head Teacher at achievement meeting by office staff.
- Pupil/Staff “Star Cards” passed to Head Teacher at achievement meeting.
- Head Teacher reviews and liaises with clerical staff to ensure recording on extra-curricular award spreadsheet.
- Head Teacher updates House Points spreadsheet with points from all activities, achievements and tokens,

Individual Achievement

Pupils may self-refer using the “Star Cards”. Nominations can also come from other pupils, staff and members of the community beyond the school.

House Captains will collate the “Star Cards” and bring to the monthly achievement meeting.

Individual Achievement	Category of Extra-Curricular Award	Points Awarded
National representation	Gold	30 Points
Regional representation	Silver	20 Points
School representation	Bronze	10 Points

Department/Faculty Event (Pupils must compete in their house groups)

– Record on Extra-Curricular Awards Sheet

Position	Points Awarded
1 st Place	30 Points
2 nd Place	20 Points
3 rd Place	10 Points
4 th Place	5 Points

Sports Day or Inter-house events – Record on Extra-Curricular Awards Sheet

Qualification for one or more track events = 10

Qualification for one or more field events = 10

Winning an event = 10

Year Group Runner-Up = 20

Year Group Sports Champion = 30

NOTE: The points are accumulative, e.g. Qualification for track and field, winning three events and being the Sports Champion = 80 points.

S1/2/3 Achievements Awards

10 points per pupil acknowledged (regardless of how many faculties put them forward)

S4/5/6 Academic Awards

10 points per pupil acknowledged (regardless of how many faculties put them forward)

Volunteering

House token per event.

Appendices

- Star Card
- Extra-Curricular Awards sheet