

## Section 3 – Auditing what you’ve already got

You may have already audited your current award schemes but in order for your staff to understand your intentions, you need to give them the opportunity to do so too. You need to remember that whilst it’s you who signs on the dotted line and authorises the funding, it’s your staff that will probably be overseeing the majority of the work and ensuring that it meets the standards of the chosen scheme.

This is where a lot of schemes fail. Leaders sometimes fail to recognise that staff are already completing a full workload and additional work through award schemes can sometimes make them feel overwhelmed. Awards schemes can sometimes present a fine line of complementing the work of the school and overwhelming it. It’s your job as a member of the school leadership team to ensure that complementing the work of the school is your stance on schemes rather than allowing them to direct it. This only leads to a feeling of resentment towards schemes, preventing them from flourishing and leading to their overall failure rather than complementing the ethos of the school.

### **Award scheme amnesty**

Giving your staff the opportunity to discuss the award schemes currently in action and asking them to consider what they really think opens up the way for meaningful and considered discussions. This will be the chance for them to decide on the relative successes and failures of previous schemes and will engage both you and your staff in the reasons why some schemes succeeded where others failed. Whilst each scheme is different in its objectives, a lot are very similar in their processes. The fact that this is the case will possibly guide your thinking when you consider where you got it right and more importantly, where you didn’t.

Frequently, award schemes are long-term ongoing processes. You may be part way through the process having achieved a Bronze award status or you may have completed an entire scheme, achieving everything asked. If that is the case, you probably won’t be asked for anything for another three years.

No matter what your situation, an awards scheme amnesty will give you the opportunity to ask the questions:

- What will continuing with this scheme give our pupils?
- What are we gaining and what are we losing by continuing with this scheme?
- Is this complementing what we do or burdening it?

This can be done through a simple pro-forma (see the exemplar on the next page). Circulate to staff, alone or in key stages before your first amnesty meeting so they have the chance to think about the worthiness of your current commitments and future award schemes.

**NB:** You will need to give out multiple copies if you want staff to consider more than one scheme.

## Exemplar action plan

Priority 1: Raising standards of attainment in boys' literacy through embarking on the Basic Skills Quality Mark award scheme				
<p>Success criteria</p> <ul style="list-style-type: none"> <li>a) 80% of boys attaining national standards in writing or higher by the end of the year.</li> <li>b) Percentage of good or outstanding literacy teaching raised by 60% in the school over the year.</li> <li>c) Quality Mark status reached by end of academic year.</li> </ul>				
Lead role Mrs A. Coordinator has overall responsibility for implementing this priority.				
Activity	Target date	Lead person	Resources	Monitoring
Analysis of standards in boys' literacy to form basis of key classes for development and action.	11 <sup>th</sup> September (1 <sup>st</sup> round) Ongoing through the year	Mrs A. Coordinator Mr A. Headteacher	Time: 3 hours  Cost: £0	Weekly meetings with Headteacher Termly feedback to Governing Body
Monitoring of teaching to identify training and developmental needs.	10 <sup>th</sup> October Ongoing through the year	Mrs A. Coordinator Mr A. Headteacher	Time: 12 hours over year  Cost: 2 days supply = £600	Weekly meetings with Headteacher Termly feedback to Governing Body
Monitoring of teaching to ensure that areas for development are being addressed.	Ongoing through the year	Mrs A. Coordinator Mr A. Headteacher	Time: 12 hours over year  Cost: 2 days supply = £600	Weekly meetings with Headteacher Termly feedback to Governing Body
High impact intensive catch up intervention for identified pupils.	Weekly from 10 <sup>th</sup> September	Mrs A. Coordinator	Time: 3 hours training for key staff  Cost: 2 days supply = £600	Weekly meetings with Headteacher Termly feedback to Governing Body
Total resources required:			Time: 30 hours  Cost: £1800 (Supply)	
<p>Evaluation</p> <p>The senior staff and members of the governors' steering committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>				