



The Thomas Adams School

Policy Statement

Praise and Rewards

Updated August 2017

Reviewed by Governors

PRAISE & REWARDS

Praise

The very best schools have praise cultures both in their classrooms and also within every aspect of the schools, whereby students all receive praise on a continuous basis which is:

- o justified
- o personalised, in that it is based on a good knowledge and understanding of individual students
- o delivered sensitively, in ways which the individual student prefers
- o backed up by communicating this to parents and family on every opportunity.

Introduction

There are few more valuable forms of reward and motivation than justified praise and recognition of achievement. Studies show that children respond quite remarkably to systems of positive reward and there is immense educational gain.

The basic problems of a school's positive rewards system are, however, hard to overcome:-

- i. Teachers vary in standard and/or frequency of praise giving.
- ii. Teachers vary in how much time they give to making use of praise systems.
- iii. Monitoring to ensure consistency is difficult.
- iv. It is equally difficult to ensure that every student is receiving appropriate and deserved levels of praise and as a result less able and also quieter, hard working students in particular often do not get enough recognition.
- v. Students vary in the way they wish to receive praise and rewards.

Criteria for Positive rewards

1. All praise should be justified and based on high expectations and standards.
2. All students should have equal opportunity to receive praise, regardless of ability level.

Areas to be rewarded

In the classroom and also in the wider school context

1. Work of a high standard - academic, practical, sporting, artistic.
2. Significant progress
3. Consistent hard work and excellent attitude to work.
4. Personal qualities worthy of praise, e.g. good manners, honesty, courtesy, helpfulness, reliability, displays of initiative, leadership skills etc.
5. Resilience, bravery or determination in the face of difficulties
6. Excellent or greatly improved attendance or punctuality.
7. Service to the school or the community.

Forms of Positive Reward

1. In the classroom – this should be continuous

- Teachers should use positive marking systems with written praise.
- On giving back marked work teachers should go out of their way to praise students, either publicly as the work is given back or individually – (much depends on the individual student).
- Good work being done in class should be praised. Students answering questions correctly should be praised.
- Good work should be put on display.

- Students receiving good termly reports should be praised personally by the teacher in class prior to the reports issued.
- Teachers should use the House Point System on G4S to support with all forms of positive reward.

NB There should be awards and rewards for high attainment and achievement, but also for progress and other successes that are accessible by all, regardless of ability

Whole School

Praise should be endemic to the school and this culture clearly apparent to any visitor. This involves:

- o SLT, pastoral managers and tutors operating in the same climate of praise as in the classroom, and again making use of every opportunity to pass on and give praise
- o Thanks given to students who are courteous, thoughtful, provide assistance to the school, are honest etc
- o Students gaining credit for their achievements out of school
- o The SLT thanking staff, as well as students, always giving praise when praise is due

2. Rewards

The House system allows for recognition and celebration of students' achievement both academically, behaviourally and through extra-curricular activities.

House points can be earned for completing excellent classwork and homework and for attending extra-curricular activities, entering house competitions, excellent progress and good citizenship and attendance.

House points are awarded electronically and credited to the student's individual "account" on G4S.

All individual points are credited to make an overall house total. At the end of the autumn, spring and summer terms house totals are announced, and at the end of the academic year a house cup is awarded to the victorious house.

In addition our Year 11 House Captains are offered the opportunity to go on a school trip twice a year in recognition of their involvement and organisation of house challenges.

THE HOUSE SYSTEM

The House system at Thomas Adams has seven houses, all are named after local hills.

All students, as well as belonging to a form, will also be a member of a house:

7.1 – 11.1	CLEE
7.2 – 11.2	LAWLEY
7.3 – 11.3	HAUGHMOND
7.4 – 11.4	CARADOC
7.5 – 11.5	CORNDON
7.6 – 11.6	HAWKSTONE
7.7 – 11.7	GRINSHILL

The aim of the house system is to be a source of great fun, competition, achievement and teamwork with every student given the opportunity to represent their house at whatever activity they enjoy and can succeed in.

Throughout the academic year the house system awards pupils for their good work and attitude inside the class as well as outside of the classroom when they get involved in extra-curricular activities.

The house system also promotes leadership and responsibility among the more senior students. Each house has six house captains which consist of:

- House captain
- Health and sports captain x 2
- Environment and Citizenship captain
- Vice Captain x 2

The house captains liaise closely with the house co-ordinator and the member of staff who is Head of their particular house.

HOUSE ASSEMBLIES 2017-18



HOUSE ASSEMBLY W/C 18th September 17

MONDAY	CLEE	MAIN HALL
	LAWLEY	DRAMA
TUESDAY	HAUGHMOND	MAIN HALL
	CARADOC	DRAMA
WEDNESDAY	CORNDON	MAIN HALL
	HAWKSTONE	DRAMA
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY W/C 16th October 17

MONDAY	CLEE	DRAMA
	LAWLEY	MAIN HALL
TUESDAY	HAUGHMOND	DRAMA
	CARADOC	MAIN HALL
WEDNESDAY	CORNDON	DRAMA
	HAWKSTONE	MAIN HALL
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY W/C 18th December 17

MONDAY	CLEE	MAIN HALL
	LAWLEY	DRAMA
TUESDAY	HAUGHMOND	MAIN HALL
	CARADOC	DRAMA
WEDNESDAY	CORNDON	MAIN HALL
	HAWKSTONE	DRAMA
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY W/C 12th February 18

MONDAY	CLEE	DRAMA
	LAWLEY	MAIN HALL
TUESDAY	HAUGHMOND	DRAMA
	CARADOC	MAIN HALL
WEDNESDAY	CORNDON	DRAMA
	HAWKSTONE	MAIN HALL
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY
W/C 26th March 18

MONDAY	CLEE	MAIN HALL
	LAWLEY	DRAMA
TUESDAY	HAUGHMOND	MAIN HALL
	CARADOC	DRAMA
WEDNESDAY	CORNDON	MAIN HALL
	HAWKSTONE	DRAMA
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY
W/C 21st May 18

MONDAY	CLEE	DRAMA
	LAWLEY	MAIN HALL
TUESDAY	HAUGHMOND	DRAMA
	CARADOC	MAIN HALL
WEDNESDAY	CORNDON	DRAMA
	HAWKSTONE	MAIN HALL
THURSDAY	GRINSHILL	MAIN HALL



HOUSE ASSEMBLY
W/C 9th July 18

MONDAY	CLEE	MAIN HALL
	LAWLEY	DRAMA
TUESDAY	HAUGHMOND	MAIN HALL
	CARADOC	DRAMA
WEDNESDAY	CORNDON	MAIN HALL
	HAWKSTONE	DRAMA
THURSDAY	GRINSHILL	MAIN HALL

Measuring the Impact

- The School has a policy statement/plan for praise in place, with a member of the SLT working with the House Coordinator to monitor progress in this area and implement a whole school plan and who are the “champions” for developing the praise culture in school
- Evidence is collected and impact collected and impact assessed in terms of
 - Praise records
 - Records of staff praise
- Views of parents and students sought
- Lesson observations