



Isaac Newton Academy Praise and Recognition Policy

At Isaac Newton Academy our core purpose is to equip students with the knowledge, learning power and character necessary for success at university and beyond. We provide a stimulating, challenging and rewarding learning environment which supports learning and progress, celebrates achievement and encourages everyone to do their best in the pursuit of excellence. Underpinning and reinforcing our high expectations is the Praise and Recognition Policy.

Aims of the Praise and Recognition Policy

- To celebrate all forms of achievement
- To differentiate between degrees of success and ensure that praise and recognition are proportionate to the level of achievement or effort and quality of outcomes
- To celebrate improvement in academic performance or behaviour
- To share this celebration of achievement and improvement with Parent/Carers
- To encourage students to develop a growth mindset
- To increase motivation, self-esteem and aspiration
- To encourage students to take responsibility for their own learning – how could the portfolio work with bridges?
- To cultivate a positive and purposeful learning ethos within the academy
- To raise standards through sharing of exemplar work and acknowledgement of achievements
- To recognise service to and within the academy and to the wider community

What we recognise and celebrate

At Isaac Newton Academy we believe that it is important to celebrate all forms of achievement, effort and progress, both in the taught curriculum, in enrichment activities and in activities beyond the academy. This will include recognising and praising the following:

- Academic achievement and learning outcomes
- Making improvements in learning, attendance or effort
- Impressive verbal contributions
- Sporting, musical and other performance-related academy events
- Significant acquisition of new skills or knowledge
- Developing or demonstrating effective Bridges' learning dispositions for example:
 - rising to a challenge, showing leadership qualities and taking responsibility (B)
 - asking thoughtful, probing questions during a discussion/debate (R)
 - helping others and service to the academy and the wider community (I)
 - being strikingly creative or inventive (D)
 - persevering with tasks and making a continued effort (G)
 - working well with others and showing co-operation with staff and other students (E)
 - using initiative (S)

How we recognise and celebrate achievement, effort and progress

Praise and recognition need to be used appropriately. They should be linked to tangible examples of students' strengths, achievements and learning and applied consistently by all staff. 'Effective praise specifies the particulars of the achievement and is given in recognition of noteworthy effort or success (for *this* student)' (J. Brophy, 'Teacher Praise'). We draw on a range of formal and informal forms to confer praise and recognition, as follows:

1. Informal recognition and celebration of achievement, effort and progress

This could be in the form of:

- Verbal praise
- Display of student work in classrooms, corridors and the academy entrance
- Positive feedback given in written form on pieces of work
- Use of student organisers for positive communication with Parents/Carers
- Telephone calls home
- Postcards home
- Celebration of individual and group achievements in assemblies

2. Formal recognition and celebration of achievement

Achievement, effort and progress at Isaac Newton Academy is recognised and celebrated through a range of certificates, awards and events, including the merit system and formal awards.

The Merit System

Merits are given by all members of staff to recognise students' achievement and progress, acquisition of knowledge, use of learning dispositions or for showing character, for instance:

- A one-off piece of excellent or outstanding work
- A particularly impressive question or answer in class discussion
- Sustained effort leading to improvement
- A high level or a level showing a marked improvement in a test, controlled assessment or learning outcome
- Representing the school in an event e.g. choir, sports team
- Service to the academy community e.g. helping at Parents Evening
- Making a significant contribution as a Sports Rep or as a Student Council member
- Making a contribution e.g. helping to deliver an assembly
- Demonstrating effective use of one of the seven BRIDGES learning dispositions/characteristics

It is important that only one merit is awarded at a time so that merits do not become devalued and that teachers give a code in the planner to show why the merit was given.

A merit wall chart is displayed in each form room and the form tutor and tutees are responsible for keeping a running record of the merits awarded to each student. The teacher i/c Praise and Recognition keeps track of merits across both year groups through a centralised spread sheet which is updated on a weekly basis. The Pastoral Administrator uploads the names of any students who achieve bronze, silver, gold or platinum certificates onto eportal as a positive event on a weekly basis so that tutors can keep track of how their form is progressing. The teacher i/c Praise and Recognition is also responsible for keeping the digital screens, the newsletter, the year group boards and the Praise and Recognition board up to date with merit totals for individuals and between form groups.

The following certificates are awarded in a termly Year Group assembly:

Bronze certificate	25 merits
Silver certificate	50 merits
Gold certificate	100 merits
Platinum Certificate and medal	150 merits

The form group with the most merits for the term will be presented with a merit shield and a tutor group certificate for display on the Year group notice board. This will be restarted at the beginning of each term. There will also be an award for the tutor group that has the highest annual total.

Formal Awards

The following awards are presented at end of term or year awards assemblies to which parents/carers are invited:

Achievement Awards

These will be awarded to the student:

- with the highest attainment in each subject
- with the best attitude to learning across their subjects
(Refer to the Assessment for Learning policy for details of how this data is collected and monitored).

Special Awards

- Termly BRIDGES Awards are awarded by the Principal to the seven students in each tutor group who have been most successful in developing one of the seven BRIDGES characteristics e.g. bravery, resourcefulness, integrity etc. This is in the form of a BRIDGES badge (displaying the first letter of the learning disposition being recognised) which is passed on after a term to the next recipient.
- The Community Spirit Award is awarded to students who make a special contribution to the school or wider community. This is in the form of a Community Spirit badge which is passed on after a term to the next recipient.
- Reading Awards in the form of a book token or a book are awarded by the Chair of Governors to recognise the student in each form who has increased the number of books read, the student who has experimented with the widest range of genre, and the student who has read the most books each term
- Enrichment Awards for the student in each form who has taken best advantage of the enrichment activities on offer during a term. This is in the form of an extra-curricular badge which is passed on after a term to the next recipient.
- Personal Progress Award awarded by the form tutor to the student who has made the most personal progress, socially or emotionally, during the term
- The Cultural Passport award

Awards for excellent attendance and punctuality

- 100% attendance/punctuality
Certificates are given in the termly awards assembly
Student names are published in the academy newsletter and Year Group notice board.

- Whole year 100% attendance/100% punctuality
Certificates are given in the end of year awards assembly.
Student names are published in the Academy newsletter and Year Group notice board.
- An attendance trophy is awarded termly to the form with the best attendance.

Other formal forms of recognition

- Positive letters to Parent / Carers from any member of staff
- Celebration of individual and group achievements in daily bulletins, on the digital screens, Year Group notice boards, the Praise and Recognition notice board and the academy newsletter
- The Principal's postcard home – nominated by a student's teacher for an outstanding learning outcome

3. Positions of responsibility

Giving students positions of responsibility is a tangible way of recognising hard work and consistent effort. Positions include form representatives, student council representatives, student librarians, tour guides and sports captains. Nominations and elections for positions of responsibility in each form are held annually. Students are given a badge to recognise their position of responsibility.

4. Display

We celebrate achievement in all forms through display. This includes displays of students' work in every subject area, the Principal's display board showing exceptional student outcomes, and photographic displays of award assemblies and events. Form tutors use the tutor group display board to visually highlight the achievements of students in their form, for instance the merit chart, the student with the highest attendance, the student of the week and the student representatives. Termly photo displays show the number of sub levels progress made by each student (from term 2 of Year 7). The Year Group and Praise and Recognition notice boards are also used for this purpose.

Recording, monitoring and evaluating praise and recognition

- Merits are recorded in the student planner in the form of a sticker which the member of staff initials and codes (see below).
- When a student reaches 25, 50, 100 or 150 merits, it will be picked up on the centralised spread sheet and uploaded onto Eportal as a bronze, silver or gold certificate.
- Merit wall charts should be kept up to date in the form room. This is the responsibility of the form tutor and the form representatives.
- Each student has a portfolio in which they collect certificates, copies of any references to them in the academy newsletter, and photographic evidence of formal praise and recognition events in which they were involved. The form tutor is responsible for storing the portfolios and providing time for students to update them. The LT member i/c Praise and Recognition is responsible for creating content pages for the portfolios (purpose of the portfolio, termly templates to be completed etc.) He/she is also responsible for termly checks on how the portfolios are being used.
- The LT member analyses the merit data on a termly and annual basis in order to recognise students' achievement through the certificates and awards outlined above and to ensure that the policy is being consistently and fairly applied.
- The Leadership Team member i/c Rewards and Recognition Policy is responsible for its implementation and to evaluate it at the end of the academic year.

Merit Codes

A	Achievement
P	Progress
C	Contribution
B	Bravery
R	Resourcefulness
I	Integrity
D	Discovery
G	Grit
E	Emotional Intelligence
S	Self Discipline

Reviewed October 2017