

Praise Action  
Descriptors  
2018 – 2019



The following pages explain the code words that your class teachers gave you in your report.

The words are awarded to recognise a skill or feature of your work that is pleasing or an area that you need to take control of and develop.

The first box contains the praise.

The second box provides you with some starting points to help you take control of improving your work.

## What do I need to do?

- 1) Highlight the Praise that you have received in one colour.
- 2) Highlight the areas for development in a second colour.
- 3) Tally up the areas for development
- 4) Identify the most common recommendation
- 5) Give yourself a job to do below based on this recommendation

Action Code	Description	Tally	Tally
Attendance	Praise: Your attendance is very good, you rarely miss a lesson and your chances of making progress are much better as a result. Well Done.		
	Development: Missing just one afternoon a fortnight results in a drop to 95% attendance.  Could you ask your parents to reschedule routine appointments after school or move them to the holidays?  Missed work needs to be caught up so being in school avoids extra work, even if you don't feel 100%.  Ask yourself are you genuinely ill or are you trying to avoid something?  Employers look for people who have good attendance records!		

Application	<p>You always try to include more than basic facts and knowledge in your answers or your performance shows skill. You will take on more challenging questions and are generally successful with these.</p>		
	<p>Know your basic facts so effort in lessons can focus on higher order skills.</p> <p>Practice basic skills out of lessons to allow class time for refinement.</p> <p>Make top five facts cards for topics.</p> <p>Use Z cards for fact recall.</p> <p>Create posters or mind maps of key facts.</p> <p>When writing longer answers, use 1 fact per sentence, 3 facts per paragraph as a starting point.</p>		
Collaboration	<p>You regularly take on a productive role in performances or group work. You can work with a variety of peer groups and often bring out the best in them.</p>		
	<p>Ask opinions of others</p> <p>Be enthusiastic about the skills, ideas or performances of others.</p> <p>Ask for suggestions in the development of work or ideas.</p> <p>Recognise what is a fair and equal share of the workload-have you done enough or supported someone else to give more?</p> <p>Show willing to take on a role that others do want to do.</p>		
Concentration	<p>You are able to maintain focus on a task, particularly when it is challenging or the lesson has a slower pace. Well done.</p>		
	<p>Time yourself and see how long you can keep working on a task before your mind wanders. Keep trying to beat your time.</p> <p>The average for an adult is 14minutes-can you beat this?</p> <p>Do you sleep for long enough? 8 to 10 hours is the recommendation. Bed by 9 if you are up at 7!</p>		

Contribution	<p>You can be relied upon to suggest, answer, demonstrate or propose an idea.</p> <p>Ask for help, aim to do this in at least 2 lessons a day.</p> <p>Ask the teacher to re-explain an idea.</p> <p>Don't be a passenger in a group-suggest an answer in group discussion.</p> <p>Suggestions you make might not be used but could cause thinking in someone else.</p> <p>Demonstrate a skill to another student in your class.</p> <p>Catch the teachers' eye and get them to check your work.</p>		
Deadlines	<p>Work is always handed in on time and has been completed to a reasonable standard. This means you are able to receive and act upon feedback.</p> <p>Try to log onto EPraise at the same time of day and check your deadlines.</p> <p>Start work as soon as it is set, this will help you spot where time and help will be needed</p>		
Detail	<p>Your outcomes, results or answers always show the required level of accuracy. The content is clear and could be used to help someone who is not familiar with the topic.</p> <p>Can you find out how many marks an answer is worth? Use this information to help you plan what you need to do.</p> <p>Ask yourself if there is any extra information you can add.</p> <p>Can you explain what you have done rather than describe?</p>		
Depth	<p>Your answers or skills you demonstrate show a level of sophistication that goes beyond what has been covered in lessons. You make connections between different areas of learning.</p> <p>Can you use 'because' more in your answers. This will help you start to explain your answers.</p> <p>Look for a role model in your class what answers do they produce? Can you get any tips from them?</p> <p>Try to read about the topic you are going to work on before the lesson.</p> <p>What other topics does your learning link to?</p> <p>Get a student with good technique to explain what they are doing.</p>		

<p>Extension</p>	<p>You regularly move onto extension tasks or tackle tasks with extra challenge. Your performance and understanding is improving as a result.</p>		
	<p>Can you get onto extension work in every subject in a half term?</p> <p>Ask your teacher for a challenging question or piece of work.</p> <p>Think of a challenging question for your teacher.</p> <p>Evaluate your work and answers, what are the strengths and areas for development?</p>		
<p>Equipment</p>	<p>You are a reliable student who is consistently prepared for <b>every</b> lesson, including practical ones. These organisational skills allow you to focus on the lessons themselves.</p>		
	<p>Pack your bag the night before, do you have PE kit, a pen, pencil, ruler, calculator, ingredients, art folder, anything else?</p> <p>Have a spare set of equipment stored in your locker or in your tutor room</p>		
<p>Feedback</p>	<p>You act upon both written and verbal feedback provided by the teacher. You understand that listening to constructive criticism helps you make noticeable improvements.</p>		
	<p>Repeat the verbal feedback from your teacher to make sure you have understood it.</p> <p>Correct mistakes in a different colour so it stands out.</p> <p>Demonstrate an improved performance for your teacher to see.</p> <p>Answer the feedback question on your work.</p> <p>Write yourself a note to explain the improvement you need to make</p> <p>Look through you books at the end of the week and review all of the improvements that have been suggested to you.</p> <p>Check the feedback given before attempting the next piece of work.</p>		

Handwriting	<p>Your written communication skills are excellent and allow actions for improvement to be easily identified. Other students are able to read your work.</p>		
	<p>Try writing with different pens to find one that suits your writing style.</p> <p>Experiment with your writing. Write the same short paragraph out but each time change one feature to see if your neatness improves. Try changing word spacing or letter sizes.</p> <p>Examiners need to be able to read your answers if you are to get credit, are there certain letters, words or numbers that need you need to practise?</p> <p>Read your work after 3 or 4 lines, are you proud of what it looks like? What would you change if you were to re-write it?</p>		
Homework	<p>Homework always displays care and attention. You will look back over your classwork or research ideas to regularly produce high quality pieces of work.</p>		
	<p>Your work is normally handed in but it contains the minimum effort.</p> <p>Try to see if your teacher notices the extra effort you have made on a piece.</p> <p>Write your teacher a note highlighting the extra work. Explain what you found easy and what was more challenging. Suggest what you think you could do to make improvements.</p> <p>Spend an extra 10 minutes on your homework.</p> <p>Look back over the work, are you proud of it? Make one improvement.</p>		
Independence	<p>You enjoy meeting challenges and will look for ways to overcome them using your own initiative.</p>		
	<p>Pause and recheck your work before asking for help.</p> <p>Ask yourself what you do know before seeking support.</p> <p>Practice some examples or revisit ideas from the lessons you have had that day.</p> <p>Use revision guides and websites to develop understanding.</p> <p>Use tutor periods to add notes, highlight and emphasise key points from your morning lessons.</p>		

Interpretation	You have strong analytical skills that allow you to interpret performance, results or answers and provide an explanation of their meaning.		
	<p>Ask yourself the W questions. When, What, Who, Where, Which, Why...</p> <p>Can you provide evidence for your interpretation of the results?</p> <p>Are you able to use phrases beginning with 'because'?</p> <p>Can you refer to graphs, performances or diagrams to provide evidence for your opinion?</p>		
Leadership	You regularly demonstrate leadership qualities. You are able to involve others in group work through encouragement or support. You are a real asset to the class and your peers value your contribution.		
	<p>Make suggestions in group situations.</p> <p>Try to engage others in conversations or tasks.</p> <p>Be enthusiastic about the ideas of others or ask their opinions.</p> <p>Involve others in the development of ideas or solutions.</p> <p>Take on tasks that others are less keen on.</p>		
Listening	You are an active listener and can be seen thinking about the information you are getting. You are able to act upon instructions given.		
	<p>Turn and face the person who is talking.</p> <p>Try to hear the key word that is said in every sentence.</p> <p>Could you repeat what the person has said to you.</p> <p>Check you have listened by using the phrase 'so what you are saying is .....'</p> <p>Have a notepad and jot down a keyword.</p>		
Literacy	You regularly check spellings, punctuation and grammar. Key vocabulary is regularly used in your responses.		
	<p>Have you used a dictionary to check spellings?</p> <p>Can you proof read a document-try to do this for someone else's work.</p> <p>Have you made vocabulary lists of key words?</p>		

Missed Work	<p>Your absence, which was out of your control, has been diligently managed. You have worked on the tasks sent home for you and have been pro-active in asking for support when you are unsure.</p>		
	<p>Speak to your teachers on return, ask for the essential bits.</p> <p>Make a list of all the areas that need to be worked on.</p> <p>Set sensible deadlines for catching up the work.</p> <p>Check your understanding of the key points/topics that have been missed.</p> <p>Be relentless in following up every missed lesson.</p>		
Manners	<p>You have a clear sense of how to treat others and this characteristic is highly valued by your teachers.</p>		
	<p>Remember to use please and thank you for everyone in school and on the buses.</p> <p>Apologise, even if something might not be your fault.</p> <p>Hold doors and let others ahead of you in queues.</p> <p>Practice being polite and help turn it into a habit.</p> <p>Choose to be polite, take pride in valuing this characteristic.</p>		
Organisation	<p>Your books, revision resources and folders are clearly labelled. You know your target grades, your strengths and your actions for improvement. Loose sheets are immediately filed or stuck in the appropriate place in your book.</p>		
	<p>De clutter your bag.</p> <p>Buy a bag with multiple compartments.</p> <p>Consider using a rucksack, they are better for both posture and storage.</p> <p>Buy some coloured folders or wallets.</p> <p>Pack your bag the night before.</p> <p>File and organise work at the end of lessons and when you get home.</p>		



Pace	<p>You are able to absorb new skills, facts or concepts quickly. You are regularly able to put this new found ability into practice and have the motivation required to maintain your interest and accuracy.</p>		
	<p>Look for the blocks and barriers to you working faster.</p> <p>Starting tasks: Are you organised, is your pencil case and equipment to hand?</p> <p>Planning tasks: Do you make plans for your extended answers? Do you spend too much or too little time on these?</p> <p>Task completion: Do you fuss over detail or waste time looking for perfection?</p>		
Preparation	<p>You clearly understand the value in practice, revision and work hard to ensure that you are ready for assessments. Tests results are pleasing because of the effort you have put in.</p>		
	<p>Use revision apps or guides to check your knowledge and understanding.</p> <p>Practice techniques and skills.</p> <p>Create resources for revision or condense notes after important topics are completed.</p> <p>Read ahead to gain basic understanding of the work you are due to cover.</p>		
Presentation	<p>Your work is a pleasure to read and mark. It is clear and follows the school guidelines. Colour and highlights are evident as subtle enhancements to your work. You should be proud of the work you produce.</p>		
	<p>Spend time getting the date margin and title as neat as possible. Underline where needed.</p> <p>Use a good quality pen that doesn't smudge.</p> <p>Ensure your pencil is sharp enough.</p> <p>Make sure your ruler is free from notches and cracks.</p> <p>Space your workings out.</p> <p>Use side headings and bullet points to create breaks in your work and help with clarity.</p>		

Quality	<p>You consistently show all the features and qualities of a very good student. Your performance is accurate, clear, detailed and effective. You regularly demonstrate skills at a high level.</p>		
	<p>Think how your efforts could be better?</p> <p>Ask what higher skills need to be focussed upon?</p> <p>Can you add more detail to your performance or answers?</p> <p>Can you add more reasoning and explanation?</p>		
Recall	<p>You consistently recall key formulae, vocabulary, lines, quotes or facts.</p>		
	<p>Create a folder of the key resources and knowledge that must be learnt for all subjects.</p> <p>What is a mnemonic? Can you create one</p> <p>Try adding stories, pictures or music to the facts you need to learn</p> <p>Use alliteration to make a memorable statement.</p> <p>What are you good at remembering? Names, places, people? Use this information to attach other facts or learning to.</p>		
Resilience	<p>You see skills that need correcting as a chance to improve. Setbacks, misconceptions and low scores are seen as a chance to learn. You welcome constructive criticism and rarely feel the need to provide excuses.</p>		
	<p>Aim to find one or two small improvements a day.</p> <p>Work on your actions.</p> <p>Re-draft pieces of work.</p> <p>Try to avoid giving excuses, choose to make another attempt instead.</p>		
Research	<p>You have good research skills and have found your own examples, facts and understanding through independent study. You are able to use a variety of sources to ensure accuracy.</p>		
	<p>Take an opportunity to read around a subject you enjoy.</p> <p>Produce an extended project; find something out that is new to your teacher.</p>		

Responsibility	<p>You always take responsibility for your actions, especially when they are not praiseworthy. You are willing and able to learn from your mistakes and excuses are never offered.</p>		
	<p>Consider the people you sit next to in class and who you spend your break and lunch with. Do they have a positive or negative influence on you?</p> <p>Can you move away from negative influences?</p> <p>Look to yourself before blaming others. Ask what more can I do?</p>		
Role Model	<p>You are a pleasure to teach and your presence in the class is a benefit to others. Your responses, work and skills are often used as a demonstration for all. Thank you for making such a positive contribution.</p>		
	<p>Who sets the standard in your classes? What do they do that makes them stand out?</p> <p>What role model attributes do you have?</p> <p>What subjects do you perform better in? Can you apply the thinking and behaviour into your other classes?</p>		
Structures	<p>You regularly use the correct command words to answer questions and understand how extended answers are created. Your paragraphs are clear and convey meaning throughout.</p>		
	<p>Have you seen or asked for model answers?</p> <p>Ask for or make summary sheets of exam guidance.</p> <p>Practise past paper extended questions.</p>		
Use of Time	<p>You use your time effectively in lessons. You settle straight away in lessons and are regularly seen on task which is pleasing.</p>		
	<p>Try to avoid looking around as this leads to finding distractions.</p> <p>Ensure that the teachers' seating plan gives you the best chance of avoiding distractions.</p> <p>Ask for a task to be explained again if you are struggling to start.</p> <p>Try not to avoid work by asking to leave the room for water/toilet breaks or other excuses. You are not allowed to leave the classroom!</p>		

Considering everything...

Target 5 = Praise and Action Target

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