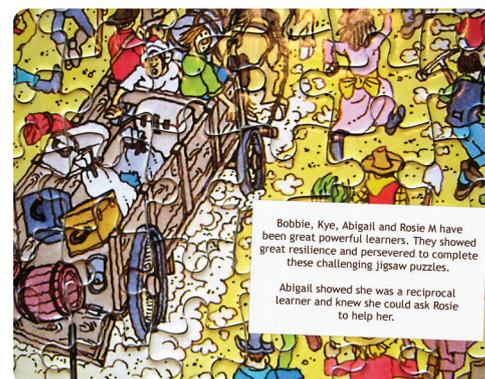


AND STAR BOOKS



HOW IT STARTED

One of the greatest motivators is a bit of success and we have always had a culture of celebrating in our school. A couple of years ago we asked the children about our traditional award system and were presented with a few home truths.

- "We know you give everyone a turn at getting the class award, I could get it every week but you save me for a week when one of the naughty children hasn't been good."
- "What if a whole group of children deserve an award, why do you have to choose one?"
- "The 'art cup' is unfair because when some people are born they can do art and they just keep getting better but other children are never good at art no matter how hard they try."

HOW IT DEVELOPED

We listened and changed our celebration assembly so that the children decide weekly on the criteria for the class awards and vote for the recipient. Now, if someone deserves it two weeks running they get it! We also introduced 'Star Books' and celebrated any number of super-learning outcomes every week at each child's best level.

However, recently, with no staff meeting or pupil consultation we have seen a shift. Gradually children began setting criteria for one another that centred on the 'how' of learning as well as being a good school citizen. 'Star Books' are now populated with celebrations of the process of learning with hardly an outcome in sight. This shift was so natural within our new school ethos of balancing learning skills with content that we didn't really notice until we looked back at two-year-old 'Star Books.' The difference was incredible; we now have a school full of 'how to learn' heroes.

OVER TO YOU

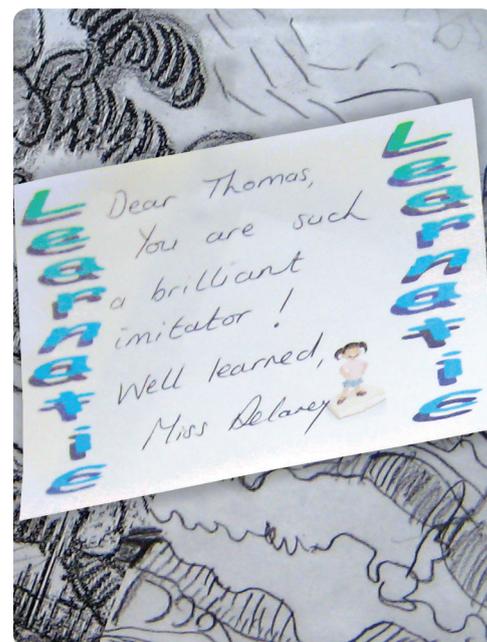
- What kinds of things do you celebrate in assemblies or class books?
- How might you use assemblies to bring ideas of learning power together?
- Who decides the criteria for class or individual awards? Could you hand this over to the children?
- What do you think would happen in the school if you started to celebrate learning qualities as well as outcomes?



5H Star of the Week...

JOSH!

- ★ He's great at football, swimming and basket ball - a fast, fast runner!
- ★ He's a good mate with wicked hair.
- ★ He's weird but in a good way.
- ★ He has good noticing skills.
- ★ He's funny - a real cool dude.
- ★ He is top banana and a cheeky monkey.
- ★ He is getting better at managing his distractions.
- ★ He's a good learner and we're glad to have him in our class!



LEARNATIC STICKERS

We encourage children to show one another and others outside of school just how proud they are to be 'into' learning. Our 'Proud to be a learnatic' stickers are a fun way of recognising their efforts, but they also get parents asking what it is all about when they wear them home with pride. You could ask your children to come up with their own fun phrase for 'into learning' stickers.

LEARNING HERO OF THE WEEK

We use circle time to discuss our learning each week and to positively identify children who have done well. Initially the children who were seen as being traditionally successful were selected; good students as opposed to good learners. However, as discussion gradually changed through modelling from the teacher, the children began to realise that just because someone didn't get it 'right' didn't mean they weren't a good learner. We talked about Karl who had really persevered with his learning in a science investigation by repeating the test when it had gone wrong. We also thought about Sophie who had imitated the process her friend had used to solve a Maths problem, showing that copying how it had been done was fine.

The children now value how they learn and are beginning to take greater notice of how others learn too.

LETTERS FROM TEACHERS

Our teachers write to learners on celebratory paper to congratulate them on their learning. Imagine arriving at school to find a note from last year's teacher attached to your recorded learning, congratulating you on how far you have come!

A sheet of 'special' paper that is instantly recognisable is all you need. Write a letter to a child when you notice impressive learning. You could leave it in their tray, send it home by post, attach it to their recorded learning on a display; whatever suits you and the child.