



## Rewarding effective approaches to learning at EMS

### *At Emmanuel we are inspired to go beyond our own limits*

Approaching work with the goal of **excellence** in mind and with **endeavour** throughout has a huge impact on the quality of one's learning. With this approach we experience success and **enjoyment** from our work and an increased sense of our potential. At Emmanuel we seek to reward the characteristics that lead to this positive cycle of effective behaviours for learning.

Our main reward is the EMS Candle Credit (see Appendix 1 below), authorised by the teacher putting an EMS Candle Stamp on the celebrated quality. The Candle Stamp celebrates our Christian ethos through the flame of a candle: a flame of faith, light and passion.

Whenever a child does something which warrants a Candle Credit it counts towards three different celebrations:


- 1) A personal award which celebrates the specific qualities and character that the pupil has shown (see qualities outlined below in Appendix 1) e.g. the teacher will stamp the phrase 'You used your initiative' to recognise someone who has extended their learning beyond the initial learning success criteria. This award builds up overtime such that after every 20 candle credits we send a certificate home so that parents can celebrate the cumulative achievement. Each certificate celebrates an element from the periodic table, from the most common to the rarest!
- 2) A class reward such that the class with the most Candle Credits each half term will enjoy a non-uniform day together.
- 3) House group totals leading to the coveted termly House Trophy. In this category, in addition to Candle Credits, pupils will win house points for their team in sports events throughout the year culminating in the annual sports day.

In addition to the more personal reward of certificates linked to Candle Credits pupils can earn an end of term reward trip/activity by achieving high average scores in their Attitude to Learning (A2L; see Appendix 2) feedback from teachers in their reports.

As well as these external rewards we will also encourage pupils to build their own sense of success and to value their best efforts intrinsically. To that end we will use all the usual 'tricks of the trade' including encouraging pupils to articulate their own success; identify realistic and/or ambitious targets; or just by saying 'well done' to affirm their success.

We want pupils at EMS to know the correct behaviours for learning and to feel valued when they display those qualities. If your child isn't getting rewarded for their approach to learning, please contact the school as this will need to change.

## Appendix 1

	<b>EMS Approaches to Learning Candle Credit</b>	
	Well done you have shown the following:	
	<b>Core Value:</b>	<b>EMS Stamp:</b>
	<b>Excellence:</b>	
	Asking questions Answer questions Sharing ideas Quality of work Connecting / re-framing	
	<b>Endeavour:</b>	
	Quick start Thirst for knowledge Initiative Willing to make mistakes Never give up	
	<b>Enjoyment:</b>	
	Engagement Unrelenting positivity Energy Respecting others Working with others	
<b>Excellence Endeavour Enjoyment</b>		

## Appendix 2

The table below outlines the expectations we have of everyone at EMS.

<b>3 Expected A2L</b>	<b>A pupil who meets our values:</b> <ul style="list-style-type: none"> <li>• Cooperative, organised and prepared.</li> <li>• Accept responsibility for their own learning. Acts on advice given to improve work.</li> <li>• Actively seeks advice to improve their work.</li> <li>• Takes on extra responsibility.</li> </ul>
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**Excellence**

**Endeavour**

**Enjoyment**

	<ul style="list-style-type: none"> <li>• Completes and hands H/W in on time.</li> </ul>
<p><b>4</b> <b>Exceptional A2L</b></p>	<p><b>A pupil who will exceed their academic target because they:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate high motivation to learn.</li> <li>• Surpasses their academic target.</li> <li>• Produces exceptional work for their ability.</li> <li>• Supports others' learning in the class.</li> </ul>
<p><b>2</b> <b>A2L can improve to help their learning</b></p>	<p><b>A pupil who is not meeting our expectations or their academic potential:</b></p> <ul style="list-style-type: none"> <li>• Does not have pen, pencil or kit.</li> <li>• Working below their ability.</li> <li>• Present works below their ability.</li> <li>• Fails to complete or hand H/W in on time</li> </ul>
<p><b>1</b> <b>Poor A2L is affecting other learners as well as themselves</b></p>	<ul style="list-style-type: none"> <li>• Regularly 'off-task', challenges, calls out and disrupts the learning environment.</li> </ul>

**Excellence**

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