

Kentish Town Church of England Primary School

**Excellent teaching, excellent effort, excellent progress:
Every child, every lesson, every day**

Growth Mindset Project Impact Statement

Growth Mindset Project Outcome Spring 2017 - Cedar

Project/Intervention

- Encourage children to challenge themselves and try new things
- Promote the idea that mistakes are good and help us to learn
- Encourage resilience by praising children who keep trying and don't give up
- Circle times and target setting
- Celebrating mistakes and children who challenge themselves
- Use art to learn what a growth mindset means – trying, trying and trying again until we get it right.

Issues and Challenges

- Making sure that parents are on board with Growth Mindset language and ensuring that they encourage their children to make mistakes and have a go –
- Balancing making mistakes with making an effort (not accepting mistakes that are as a result of lack of effort or concentration.)
- The more able children in Year 3, sometimes struggle to make mistakes and get panicked when they don't achieve the right answer at first.
- Making sure that all staff within the class use growth mindset language.

Desired Outcomes

- Children to be willing to have a go and take risks.
- Children to self select their own work that will challenge themselves. (while at the same time be work that they can access!)
- Have an atmosphere where mistakes and challenges are celebrated and encouraged.

What we did

- Lesson introducing what growth mindset is and what growth mindset behaviours might look like.

How we did

- All children and adults using the language of growth mindset
- Children happy to share their mistakes and challenges as a way to learn
- All children displaying elements of a growth mindset, particularly in maths, accepting mistakes and learning from them
- Children using green/yellow/red/blue choices in maths lessons to challenge themselves
- Pupils, staff and parents celebrating children who challenge themselves at whatever level
- Good mistakes are regularly celebrated.
- Children are able to recognise growth mindset behaviours in their own learning and their partner's learning.

What the children say

- You must try and try and try and you will learn.
- Growth mindset helped to learn because now I don't feel bad if I make mistakes
- It has helped because I don't give up. This has helped me to get better quicker.
- Growth mindset has encouraged me on.
- It has helped me by encouraging me to never give up!
- I feel more enthusiastic in lessons.
- It has helped me to persevere, even if it is tricky.
- It has helped me because I used to not believe in myself but now I do!
- In maths, growth mindset makes me feel more confident.
- Its great because I learn from my mistakes.
- It helped me to not worry about making mistakes in English.
- A growth mindset has helped me to try out new things. It helps me to learn stuff.
- It has helped me to achieve my goals. I am

- Team-building to encourage children to praise each other and feel they have achieved in areas that are not academic in September. This activity was done with the Year 5 children to share our growth mindset knowledge.
- Created a large growth mindset display in the classroom which is referred to in all lessons, especially during reflections 'Dear Anna, I feel....'
- Circle times to encourage growth mindset, thinking about what we can do, what we find hard and how we could challenge ourselves
- All class adults praising good mistakes and using the language of growth mindset, eg: 'I can't do it yet.'
- Using 'growth mindset' stickers to praise individuals and their work.
- Art work, linked with our topic, during which the children sketched and assessed each others work – giving pointers to how improvements could be made.
- Encouraging children to learn from their mistakes in maths and using mistakes as learning points for the whole class. Children are now happy to admit to their mistakes and share them
- Using 'trial and improvement' in maths, particularly to encourage more able children to accept that mistakes help us to learn.

now working to achieve my gold times table medal!

- It makes me keep on trying. I would like to know what happens to a brain that has a fixed mindset.
- It has helped me achieve things like when I find things hard, I keep on trying!
- I have started to try and write in paragraphs. I am trying my hardest to improve.
- Growth mindset helps me to work harder in class.
- I don't worry about making mistakes as much.
- I've got much better at learning.

What we learnt

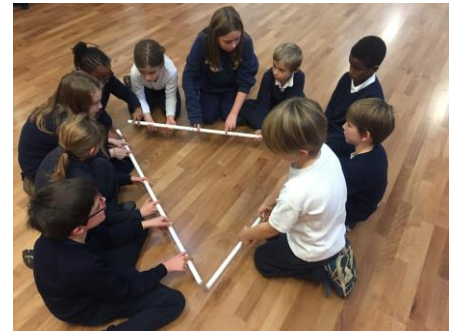
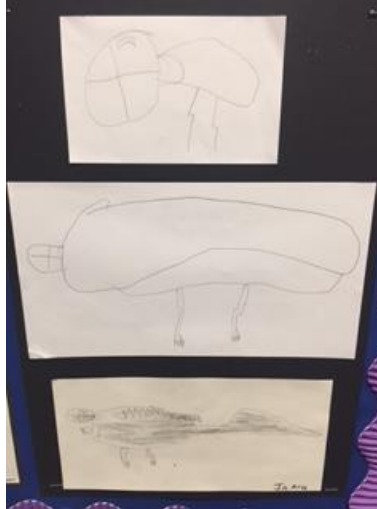
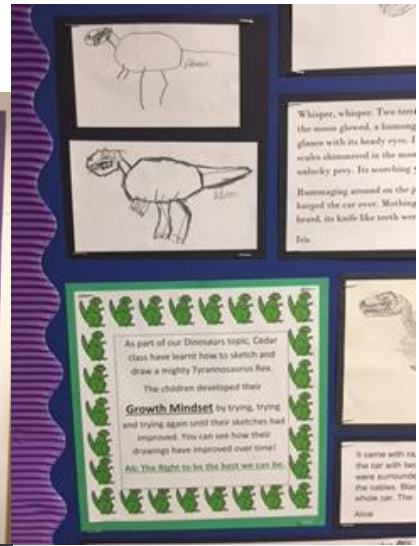
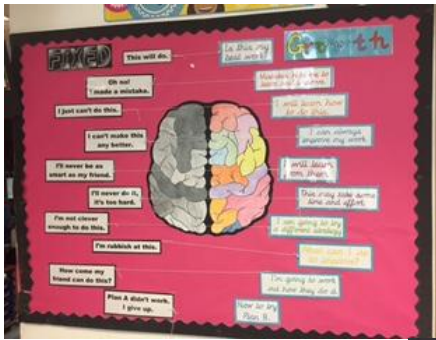
- That we all need a Growth Mindset in order to do our best learning.
- We can talk about our learning with each other, as well as with our teachers.
- We are able to be very reflective about our own learning and can work out our own next steps.
- Referring to a Growth Mindset display board reminds us that we should develop this mindset in all of our lessons.
- Growth Mindset helps us to access our right to be the best we can be – and helps us to respect each others rights too.

Next Steps

- Continue to challenge ourselves and have a 'I can do it' attitude.
- Use Growth Mindset across the curriculum – not just in subjects that we find difficult.

Examples of concrete and pictorial representations





15 + 4 = 9
20 + 9 = 59

Dear Anna,
I found it ~~to~~ very hard at first but near the end I real it still hard but not as hard as it was so you made progress then! Next time, start with 9 + 9.


Try 47 + 22

I played game 1 and 3.
I found game 3 hard because you had to add/min and add numbers. Growth mindset I used place value.


Dear Anna,
I was surprised when you mentioned what we were doing because I don't like doing ~~to~~ this but I persevered and ~~to~~ tried my best ~~to~~ but even though I didn't find one answer I didn't give up. fantastic perseverance
Love Kitty

I am most proud of using money because it makes it helpful in maths.

I am most proud of using the sweets because ~~it~~ I made a good mistake.



ways to make


18 

I had a little bit of a fixed mind sett.

$36 - 18 = 50$ ✓

Dear Anna,
I found this lesson ~~extrordanary~~ extrordanaraly hard but fun.
I learnt myx.

I am most proud of the Set-Second I have a great mind.




2 ÷ 2 = 1 ✓

Dear Anna,
I got stuck but I kept on going and got the answers from the book.

Great growth mind!

(HHP)

Article 12. You have the right to an opinion and for it to be listened to and taken serious



Some of our pupils say:-

'This year, I am going to stop thinking I can't do it because I think it will help me.'

Some of our pupils say:-

'It is good to make mistakes, I like trying to work out what I did wrong.'