

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- Chestnut

Project/Intervention

- Can we build self-esteem through meaningful praise of self and others in order to promote a growth mindset?
- Can we demonstrate a growth mindset in challenging and new activities in class?
- Can we identify when others are demonstrating a growth mindset?

Issues and Challenges

 Initially children praised only friends, rather than recognising growth mindset behaviours.

Desired Outcomes

- Children are able to recognise when they are using growth mindset behaviours and use appropriate language to praise.
- Children are more willing to attempt challenging work in all areas of the curriculum and are not afraid to take risks and make mistakes.

What we did

- Lesson introducing what growth mindset is and what growth mindset behaviours might look like.
- Model public praise.
- 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 3 children to share our growth mindset knowledge.
- Circle time where activities were planned to encourage children out of their comfort zone and experience new ways to learn – cat's cradle, origami boats, learning Spanish etc.
- Created a growth mindset display in the classroom which is referred to in all lessons, especially during reflections 'Dear Daniela/Karen'
- Stickers used in all curriculum areas celebrating growth mindset behaviours (learning from our mistakes, challenging ourselves, brain effort)
- Stickers recognising when a child has been publicly praised or received peer praise now in books
- Two sessions reflecting on how the GM project has impacted our learning (end of Autumn and Spring)

What we learnt

- That we all need a Growth Mindset in order to do our best learning.
- That it's not only teachers who can talk to you about your learning but children too.
- We are better at reflecting on our own learning.

How we did

- The growth mindset language is being used within the classroom by all staff and children.
- Children and adults within the classroom have a growth mindset attitude.
- Good mistakes are regularly celebrated.
 - Marking for improvement in English has been useful in promoting a growth mindset as well as peer praise.
- Children are able to recognise growth mindset behaviours in their own learning and their partner's learning.
- Children are challenging themselves more in lessons – trying more challenging tasks in maths and demonstrating an 'I can' approach to all learning.
- The peer praise display has encouraged high quality praise from adults and children.

What the children say

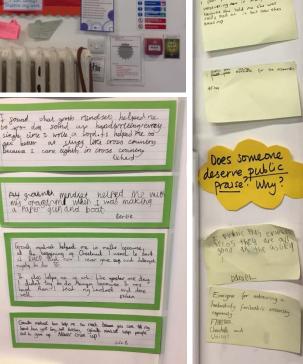
- 'I know now that I can always improve my work'.
- 'Growth Mindset has helped me challenge myself'
- 'Growth Mindset gives me confidence.'
- 'I can again or try another way'
- 'I don't give up, I carry on, I know I can get better.'
- 'It makes me think twice.'
- 'Growth Mindset helps me to risk everything.'
- 'This year I haven't given up.'
- 'Before I would not know what to do and I would just sit there.'
- 'Even if it looks hard I try it.'
- 'When I am struggling I say I can't do this...YET.'
- 'It has helped me because I know I can try again.'
- 'If it doesn't work it doesn't mean you can't do it.'
- 'I used to give up if something was hard.'
- 'I challenge myself when something is too easy.'
- 'It has helped me learn new things.'
- 'I don't give up no more, I used to say I give up.'
- 'I approach work I don't want to do with a positive attitude.'
- 'Growth Mindset is when you don't go 'Oh this is too hard, Oh no, I made a mistake. It's when you say 'I can carry on, I'm great at this. I can't do it yet, but I will be able to.'

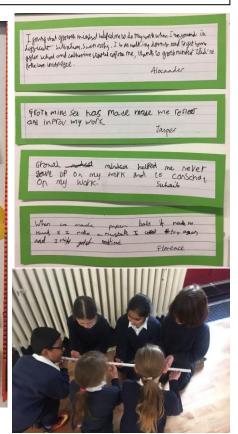
Next Steps

- Continue offering peer and public praise across all areas of the curriculum.
- Continue to challenge ourselves and have a 'I can do it' attitude.



Examples of the Chestnut Growth Mindset display and the team building afternoon with Cedar







have to learn from

Everything is possible







Stickers used to promote GM behaviours.



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

