



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 Willow Class Spring 2017

Project/Intervention

- Does encouraging peer to peer praise improve a growth mindset culture in the classroom?

Issues and Challenges

- Linking peer praise with growth mindset- some of the children found making that connection difficult.

Desired Outcomes

- That a growth mindset and the language related to, it as well as peer to peer praise is embedded within the classroom.

What we did

- Questionnaire before the project and after.
- Model peer to peer praise.
- Show Austin's Butterfly video.
- Prompt magpie wall that can be added to.
- Regular two stars and a wish proforma and verbally.
- Each child has a log book which weekly peer partner will add a comment to. (e.g what they've learnt from their partner.)
- Circle- time they've learnt from their partner.

How we did

- The growth mindset language is being used within the classroom.
- 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.
- The comparison in the questionnaires from before and after the project shows that all children now know what praise means, most children now feel that both adults and children talk to them about their learning and that if they are stuck in their learning they can ask for help from both adults and children. Almost all of the children now think that both adults and children encourage them in their learning.
- Changing partners fortnightly has meant that children have had the opportunity to work alongside a range of their peers and although peer praise goes in within the lessons having a log book for each child (which is filled in by their partner) is an opportunity for children to really think about their praise and their message.
- The peer praise display has encouraged high quality praise from adults and children.

What we learnt

- All about peer praise and good mistakes.
- That it's not only teachers who can talk to you about your learning but children to.

Next Steps

- Continue working on the quality of praise.

Examples of concrete and pictorial representations



BEFORE
Praise Project

Please circle.

Do you know what praise means?

Yes

No

Who talks to you about your learning?

Adults

Children

Both

If you are stuck in your learning who do you ask for help?

Adults

Children

Both

No one

Who encourages you in your learning?

Adults

Children

Both

No one

AFTER
Praise Project
EVA

Please circle.

Do you know what praise means?

Yes

No

Who talks to you about your learning?

Adults

Children

Both

If you are stuck in your learning who do you ask for help?

Adults

Children

Both

No one

Who encourages you in your learning?

Adults

Children

Both

No one

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

