

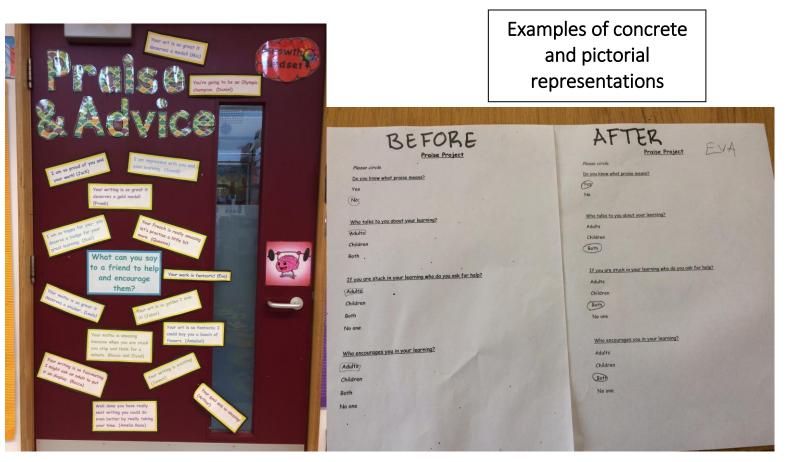
Kentish Town Church of England Primary School

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 How we did Does encouraging peer to peer praise The growth mindset language is being improve a growth mindset culture in used within the classroom. the classroom? Children and adults within the classroom have a growth mindset attitude. **Issues and Challenges** Good mistakes are regularly celebrated. • Linking peer praise with growth Marking for improvement in English has mindset- some of the children found been useful in promoting a growth making that connection difficult. mindset as well as peer praise. The comparison in the questionnaires **Desired Outcomes** from before and after the project shows • That a growth mindset and the that all children now know what praise language related to, it as well as peer means, most children now feel that both to peer praise is embedded within the adults and children talk to them about classroom. their learning and that if they are stuck in their learning they can ask for help from What we did both adults and children. Almost all of the children now think that both adults Questionnaire before the project and and children encourage them in their after. learning. Model peer to peer praise. Changing partners fortnightly has meant Show Austin's Butterfly video. that children have had the opportunity to Prompt mappie wall that can be added work alongside a range of their peers to. and although peer praise goes in within Regular two stars and a wish proforma the lessons having a log book for each and verbally. child (which is filled in by their partner) Each child has a log book which is an opportunity for children to really weekly peer partner will add a think about their praise and their comment to. (e.g what they've learnt message. from their partner.) The peer praise display has encouraged **Circle- time they've learnt from their** high quality praise from adults and partner. children. What we learnt **Next Steps** All about peer praise and good mistakes. • Continue working on the quality of praise. That it's not only teachers who can talk to you about your learning but children to.



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



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