



Kentish Town Church of England Primary School

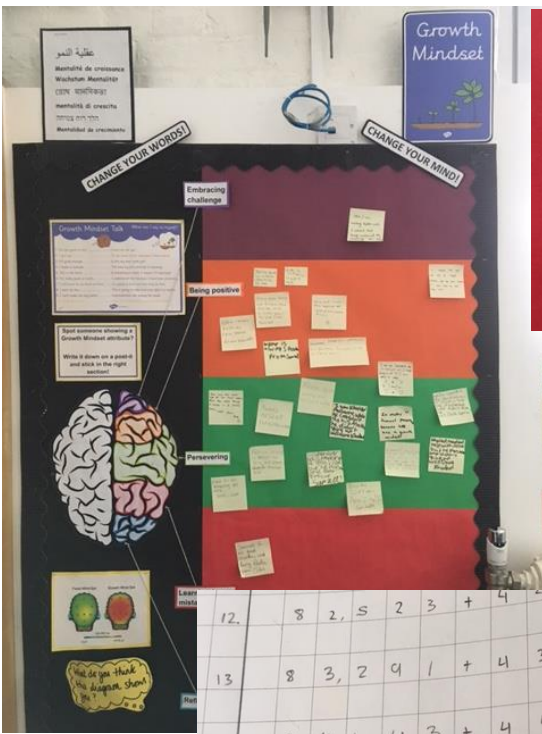
Excellent teaching, excellent effort, excellent progress:
Every child, every lesson, every day

Growth Mindset Project Impact Statement

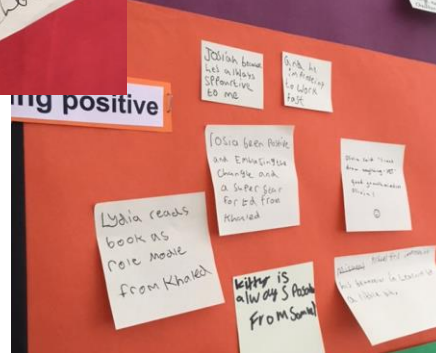
Growth Mindset Project Outcome Spring 2017 - Beech

<p>Project/Intervention</p> <ul style="list-style-type: none"> Does using Growth Mindset language and approaches develop positive attitudes to learning and peer relationships? <p>Issues and Challenges</p> <ul style="list-style-type: none"> Developing the idea of risk-taking and making a mistake is something that can be praised. The children having the emotional resilience to accept public praise from peers and adults. <p>Desired Outcomes</p> <ul style="list-style-type: none"> Children and adults can identify behaviours for effective learning that link to Growth Mindset. They can use these attributes when they feel 'stuck' or daunted during tasks. Children and adults are using the language of Growth Mindset in daily lessons and in response marking. Children and adults can identify Growth Mindset attributes in one another and praise this. <p>What we did</p> <ul style="list-style-type: none"> Circle-time to introduce the concept of Growth Mindset and attributes (such as embracing challenge and persevering) that promote Growth Mindset. Y6 led an assembly called 'YES I CAN!' - linking Growth Mindset to the Paralympics and how to approach school work. A peer praise display has been established for children and adults to leave a comment, praising someone else's use of Growth Mindset (developing positive peer relations). 	<p>How we did</p> <ul style="list-style-type: none"> 5 clear areas/attributes (<i>Embracing challenge, staying positive, Persevering, Making good mistakes and reflecting on learning</i>) have been identified and children/adults understand how these link to Growth Mindset. Children and adults within the classroom are using Growth Mindset language. The peer praise display has encouraged high quality praise from adults and children. Good mistakes (<i>one of our identified attributes</i>), especially in Mathematics, are regularly celebrated. Children's 'Dear Ed' comments regularly refer to Growth Mindset attributes and how they have used them to overcome something – showing they can reflect on their learning. In the pupil evaluation (linking to A12: Children have the right to give their opinion and be listened to), all children could clearly identify how they can use Growth Mindset as an approach to their learning.
<p>What we learnt</p> <ul style="list-style-type: none"> Having a display board is a great way for children to share peer praise and remind them about Growth Mindset attributes. Growth Mindset language can be used, especially by learners, to help reflect on their learning. It gives children a positive/can-do attitude when they feel they are stuck or the work is challenging (very relevant with Y6 SATs!) 	<p>Next Steps</p> <ul style="list-style-type: none"> Invest in Growth Mindset stickers as another way to praise, especially in workbooks.

Examples of concrete and pictorial representations



Samuel for his great rounding work during Maths. From Chloe



12. 8 2, 5 2 3 + 4
 13. 8 3, 2 9 1 + 4 3, 9 2 4 =
 14. 8 4, 1 4 3 + 4 4, 8 3 9 =

Dear Ed,
 Today I kept persevering even when learning was hard, I had a growth mindset. Today has reminded me again about rounding.

1.407

Ask your partner to check your number lines.
 Talk with your partner about how you knew where to write the decimals on the number lines.

Dear Ed,
 Today I found this lesson extremely challenging but I persevered and understood it more.

0.039	0.04	0.42	1.113	1.111	1.129	0.045	0.054	1.13	0.113
0.045	0.11	1.11	0.043	1.115	1.3	1.112	1.113	1.131	1.12

Look at the decimals you circled or drew a box around. Write them on the number lines.

0.036 0.039 0.04 0.045 0.045 0.046

1.107 1.109 1.112 1.113 1.115 1.117

1.124 1.125 1.127 1.129 1.134

Ask your partner to check your number lines.
 Talk with your partner about how you knew where to write the decimals on the number lines.

Dear Ed,
 Today I had to think really hard. But I had a growth mindset and so I persevered and achieved the work.

$\frac{1}{3} \div \frac{4}{1} = \frac{1}{12}$

$\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$

$\frac{1 \times 15}{12 \times 15} = \frac{15}{180}$

$\frac{2 \times 12}{15 \times 12} = \frac{24}{180}$

Now try ... $\frac{3}{7} \div \frac{1}{2} = \frac{6}{7}$

$\frac{3}{7} \times \frac{2}{1} = \frac{6}{7}$ ✓

Dear Ed,
 Today this was new learning for me and I used my growth mindset and kept on persevering.

Before:
 After:

What pupils in Beech Class (Y6) think about Growth Mindset:

"It encourages me to embrace a challenge and persevere in things I find hard." It has helped me by reminding me to never give up and...to push myself in my learning."

"It has helped me to find positive things that my friends do and to celebrate them"

"It has helped me with how I approach my learning. Every time I feel I can't do it, I look at the Growth Mindset wall to help me feel like I can."



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