

## STAR Report

SDP Priority: To ensure that all pupils develop as active learners in a growth mindset school Term 1

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### *Actions led by Alison Martin*

<b>Situation</b>	<b>Task</b>	<b>Actions Term 1</b>	<b>Result Term 1</b>
<p><i>Some children, in particular some of those identified as more able at a young age, are not developing effective independent learning skills and lack resilience in the face of challenge.</i></p> <p><i>The school has adopted a commitment to fostering growth mindset characteristics in all pupils to counter this.</i></p> <p><i>The aim is to roll this out from Reception up through the rest of the school.</i></p>	<p>To teach pupils in Reception about how the brain works so that they understand neural pathways can be strengthened with practice.</p> <p>To ensure that all staff in Reception have the necessary knowledge and understanding to do this.</p> <p>To establish a culture of growth mindset praise and the use of 'yet'</p>	<ul style="list-style-type: none"><li>• Model good practice</li><li>• Use team meetings to ensure that all staff are confident about their knowledge and understanding.</li><li>• Monitor staff and pupils' use of growth mindset vocabulary</li><li>• Communicate effectively with parents so that they can support the development of growth mindset characteristics in their children</li></ul>	<p>All staff in Owlet Class are confident about their knowledge and understanding of growth mindset and <i>brainology</i></p> <p>Growth mindset praise is used consistently</p> <p>Parents have noticed the difference in their children over the course of the autumn term</p>