

Growth Mindset STAR Report 2015-16 Autumn

Situation	Task	Action	Result
<p>Some children, particularly some identified as more able at a young age, avoid challenge and so make less than expected progress; they tend to prioritise being right over grappling with difficulties and looking for challenge</p>	<p>To develop a growth mindset in reception aged children in order for them to maximize their learning potential. (Then to roll this out throughout the school)</p>	<p>Explicit teaching about the brain: what it is, what it can do and how it can be stretched. Children draw diagrams of brains before and after teaching.</p> <p>Teach children to recognise and value growth mindsets in their own learning and in the learning of others.</p> <p>Teachers and TAs remind children about growth mindset when something challenges them, they say that mistakes are good.</p>	<p>Pupils know what their brain does, where it is and what it does. They know how to stretch their brains.</p> <p>Pupils know what they need to do to be good learners. They are developing the characteristics of growth mindset. Pupils say <i>It's hard, this is fun</i>. They often use language such as perseverance and will tell others to never ever give up. <i>He wanted to climb on the tyre, he was really good he persevered</i></p> <p>Parents to contribute to the wow board. They use the language of growth mindset more often. They report an improvement in their child's growth mindset.</p>
<p>To access support and resources that can be used by all of the school community to promote the language of Growth Mindset.</p>	<p>To access a resource which can be used practically by all staff to teach Growth Mindset.</p>	<p>Research Di Pardoe and other resources.</p>	<p>Ongoing.</p>