

<b>Development Plan 2015-16</b>						
<b>Development Area: growth mindset</b>						
<b>Target</b>	<b>Objective</b>	<b>Actions</b>	<b>Time</b>	<b>Cost</b>	<b>Monitor</b>	<b>Success Criteria</b>
To develop a growth mindset in reception aged children in order for them to maximize their learning potential.	To teach reception children about brain ology.	Develop a series of lessons on the brain.	Term 1 and 2 and then revisited.		HT/AM/Gs	Pupils know what their brain does, where it is and what it does. They know how to stretch their brains. Children talk about their brains, what they are, do and how they can be stretched.
	To develop the Qualities and Characteristics of Good Learners	Teachers and TAs improve their understanding of the strategies that will help pupils to develop growth mindsets. Children are taught: We have "grit". Mistakes are great. Hard work is fantastic. Illustrate these characteristics through story and anecdotes from visitors	Term 2 and 3 and ongoing.		HT/AM/Gs	Pupils know what they need to do to be good learners. They are developing the characteristics of growth mindset.  Pupils speak the language of "growth mindset"
	To value the attitude of growth mindset as important.	Celebrate growth mindset with positive praise, modelling and celebrate with certificates in assembly. Wow board which celebrates growth mindset.	ongoing		HT/AM/Gs	Children recognise and value growth mindsets in our own learning and in the learning of others.
	Parents to support the school in the development of the children's growth mindsets.	Growth mindset to be discussed in parent workshops. Wow board from home to celebrate growth mindset. Staff to talk the language of growth mindset in conversations with parents.	ongoing		HT/AM/Gs	Parents to contribute to the wow board. Parents report an improvement in their child's growth mindset.