

## Growth Mindset at Wescott Infant School

1. Assessment for Learning strategies such as, talking partners, the generation of success criteria, higher level questioning, self-assessment strategies, 'tickled pink and green for growth' marking, had been fully embedded across the school following staff training.
2. Stakeholders had recently reviewed the school vision including the belief that 'Anything's Possible'.
3. Deputy Headteacher was inspired by Shirley Clarke's conference and felt Growth Mindset resonated with the new vision.
4. Growth Mindset made a priority on the School Development Plan.
5. Deputy Headteacher conducted further reading and research regarding Growth Mindset. (Carol Dweck, Shirley Clarke, Angi Gibson, Matthew Syed and others)
6. Deputy Headteacher delivered training to staff (teachers and teaching assistants) to enable them to understand the concept of Growth Mindset and to develop a Growth Mindset in themselves.
7. Staff (teachers and teaching assistants) worked with a 'talking partner' to develop one performance management target to bring to their September performance management meeting.
8. Deputy Headteacher delivered training to staff (teachers and teaching assistants) to develop a Growth Mindset in children. Referred to Sutton Trust : *'The greatest strategy to improve performance is feedback'*.
9. Teachers analysed the mindsets of the children in their class using their own knowledge as well as suggested scenarios (see below), to identify children with Fixed Mindsets and Growth Mindsets.
10. Teachers able to target Fixed Mindset children using Growth Mindset children as role models. Staff discovered that Able, Gifted and Talented children often held a Fixed Mindset.
11. Staff created classroom displays and videos were shown to the children of incremental learners in other schools.
12. Staff experimented daily with praising for effort rather than achievement, and using the language of being brave, learning, challenge and valuing mistakes.
13. Staff encouraged children to be more independent and develop resilience when approaching tasks (see classroom displays).
14. Using the Growth Mindset checklist (see below) staff analysed how well a Growth Mindset culture had been established in their class and the impact on the children and their learning.
15. Growth Mindset culture extended to celebration assemblies where children shared new learning and a learning wall was developed (see photograph below).
16. Parent Information session delivered to develop parental understanding of how Wescott promotes a Growth Mindset and guidance as to how they can nurture this ethos at home through 'effort praise' and role modelling.
17. 'Fixed Mindset' children recognised as a vulnerable group in whole school tracking and discussed at half termly pupil progress meetings.
18. Training session delivered to Governors to inform them of the impact of Growth Mindset on the children at school.
19. Growth Mindset culture embedded at Wescott and checklist used annually for reflection and review.

20. Next Step: Support children to develop self-talk strategies when faced with challenging situations e.g. assessments/ new situations.

**Celia Thatcher, Deputy Headteacher says:**

‘The growth mindset culture truly encapsulates our "Anything's Possible" motto for Wescott Infant School and has helped both staff and children consider learning in a different way. The children understand that in order to learn they must be brave and make mistakes and this allows them to tackle challenges they wouldn't have attempted before.

We truly believe a fixed mindset is a huge barrier to learning. A mindset can be changed whatever the age of a person, but the younger the child is when a growth mindset is fostered, the better the child's chance of success now and in later life.

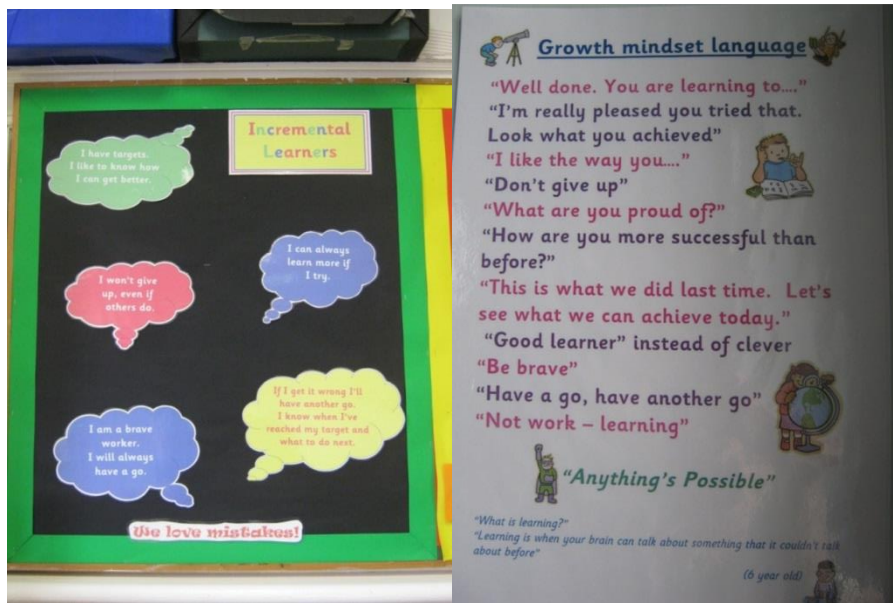
The success of this culture is seen through the buzz in every classroom at our school, where both children and adults challenge themselves daily to progress and learn. Glass ceilings have been well and truly smashed...and anything really is possible!’

**Examples of displays used to encourage children to develop strategies other than asking an adult when they are stuck**



6 B's taken from: Teacher's Pet website [www.tpet.co.uk](http://www.tpet.co.uk)

Generic classroom display seen in all classrooms and growth mindset language poster



Suggested scenarios to use with younger children to establish whether they have a Growth Mindset or a Fixed Mindset

- Your teacher gives you some really hard work. What do you do?
- You find it difficult to throw and catch a ball in P.E. but your partner is really good. What do you do?
- You go to try out for a football team and the coach tells you that you are not good enough yet. What do you do?
- You paint a picture but it doesn't really look how you hoped it would. What do you do?
- Your mum tells you that you are moving house and will have to go to a different school. What would you do?
- You haven't learnt to read yet but your best friend is on books with words. What do you do?

**Growth Mindset Checklist for teachers**

**Classroom:**

*This year.....*

- Have you displayed your Growth Mindset display?
- Have you taught your children what is meant by an "incremental learner" using Growth Mindset strategies captured on display?
- Do you regularly celebrate:
  - learning
  - challenge
  - brave choices
  - mistakes – and learning from them e.g. "Mistake of the week"
- Do you regularly remind children of their targets or next steps? Do they know where to find them?

- Do you review the children's questions the end of a topic to check they have covered all the learning? (by use of a Question Wall or similar)

**Questions to ask your children:**

What does "learning" mean?

What does your teacher do to help you learn?

What has your teacher told you about incremental learners?

When does your teacher talk about challenge?

When do you work together to solve problems?

What does your teacher do to help you know what your targets/next steps are?