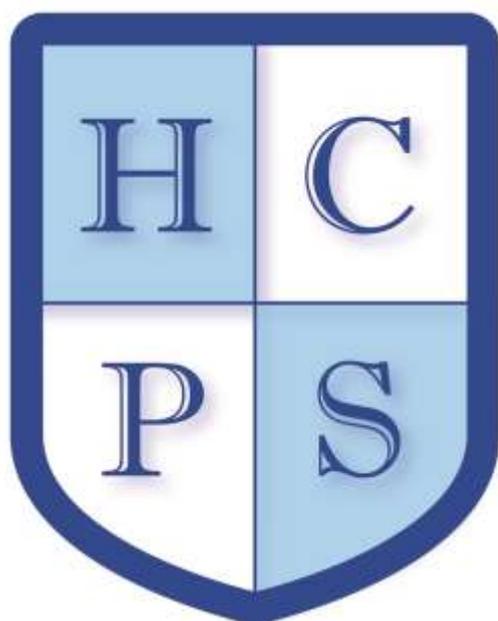


Hunslet Carr Primary School



Growth Mindset Policy

**High expectations
Caring
Positive attitude
Successful**

Policy reviewed: May 2020

Next review: May 2022

High Expectations, Caring, Positive Attitudes and Successful

STRENGTHS OF OUR SCHOOL



The Children

Are well behaved, calm and polite
Are engaged, positive and resilient
Are supportive and helpful towards others
Have an input on important decisions
Have a sense of belonging

The Community

School supports the whole family not just the child
Recognises the importance of attendance
Spreads our growing reputation as a good school
Helps celebrate the children's achievements
Supports the school on improving behaviour

The Curriculum

Is a fun curriculum that is engaging
Maintains a strong focus on the basic skills
Is enriched through extra-curricular activities
Supports our most vulnerable children
Provides a rich variety of experiences & opportunities

The Staff

Develop nurturing relationships with children
Provide good quality teaching and learning
Support one another to help the children
Are consistent in how they treat children
Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience

Attitudes

Confident, proud and independent
The believe that 'Impossible is Nothing'
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences

To have 1st hand experiences of...
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal
Relevant trips to theatres/farms/beaches
Taking part in public performances
Work experiences & further education

Knowledge

High school ready English & maths
To know about local places of interest
To know where we are in the world
Life skills – money, time, cooking
Information about possible careers
To know major historical facts
To know their own strengths

Introduction

The following document is intended to inform staff, governors, parents and other interested parties of our approach to Growth Mindset at Hunslet Carr.

Rationale

Growth Mindset is the foundation of instilling our ethos into our pupils: High Expectations, Caring, Positive Attitudes and Successful. For our pupils to reach their full potential and be the best that they can be, we have adopted a Growth Mindset approach. This approach derives from the decades of research done by psychologist Carol Dweck, which has shown that children with a Growth Mindset (the belief that intelligence can grow) outperform children with a Fixed Mindset (the belief that intelligence is fixed). By creating a classroom climate of Growth Mindset, we believe that every child will learn and experience that **Impossible is Nothing** as long as you keep trying.

To foster a Growth Mindset in our children, we have focused on the processes of learning such as concentrating, persevering and learning from mistakes. Children adopt the “I can’t do it... YET” philosophy that will give them the tools to reach their full potential in every aspect of their lives.

Aims

Hunslet Carr Primary School aims to create a consistent approach to promoting a Growth Mindset culture:

- For all staff and children to be aware of what Growth Mindset and Fixed Mindset are and how to change from Fixed to Growth Mindset.
- For all staff to be trained in the understanding of the mindsets and how to develop a classroom climate of Growth Mindset using:
 - Learning Pit.
 - Effective Learner display.
 - Effort and Attitude indicators.
 - Class contract.
- For Growth Mindset to be embedded within everyday teaching so that children are continuously experiencing how to develop their skills.
- Growth Mindset to work as part of Healthy Schools to nurture the Wellbeing of all children.
- For the vocabulary of Growth Mindset to be used by staff and children consistently.
- For all staff to be aware of how to praise effort and attitude over intellect or 'getting it right'.

What is the difference between Growth and Fixed Mindset?



During an INSET day on 4th September 2017, all staff were given training to understand the concept of Growth Mindset and the consistent expectations of how to create a Growth Mindset classroom climate. Such as:

- **Growth Mindset/Fixed Mindset:** All pupils to be exposed to Growth Mindset vocabulary, have an understanding of the difference between each mindset and how to change from Fixed to Growth. For EYFS and KS1, this will be through adults modelling vocabulary and teaching through books, songs and videos. For KS2, lessons will be more focused on how the brain works and self-reflection on children's mindsets.
- **Learning Pit:** Each classroom to have a Learning Pit display. The four stages of the Pit (concept, conflict, construct, consider) to be taught through challenges to allow all children to experience and understand what each stage feels like.

- **Effort and Attitude:** Each classroom to have personalised Effort and Attitude indicators. The descriptors for each indicator to be taught either through challenges to improve effort or role-play to allow pupils to see the importance of effort and attitude, in order to reach their full potential.
- **Effective Learner:** Each classroom to have an Effective Learner display where pupils decide what a good learner thinks, feels and does. This process will create the high expectations of what a good learner looks like and will link alongside previous climate work.
- **Class Contract:** To cement and clarify learning behaviours and expectations from Growth Mindset teaching, each class is to create their own expectations of themselves and teachers which all members of the class agree to.

Once embedded, learning behaviours should be revisited and reinforced at every opportunity. Visual reminders will be placed around school to be a continual reminder of reinforcement. Subject leader to liaise with key staff for whole school events to ensure Growth Mindset embedded. To monitor the impact and consistency, learning walks and pupil questionnaires will be done every half term.

The Role of the Head teacher

- To encourage and support the subject leader's approach to Growth Mindset across the school.
- To support and encourage all staff in embedding Growth Mindset.
- To make available the necessary resources to continue the development of Growth Mindset within the school budget.
- To promote Growth Mindset in school.

The Role of the Subject Leader

- To promote Growth Mindset in school.
- To provide a good example of the teaching of Growth Mindset in the classroom.
- To ensure resources are available.
- To plan and implement future developments of Growth Mindset through action plans.
- To review and monitor Growth Mindset within the environment and teaching.
- To work alongside staff when required.
- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.

- Organise the acquisition of new resources.
- Support colleagues.
- Encourage parental involvement.

Role of the Staff

- With the support of the subject leader and head teacher to implement Growth Mindset within the environment and teaching.
- To use the vocabulary and be role models of Growth Mindset to pupils.
- To inform the co-ordinator of any problems which may arise in the implementation of Growth Mindset.
- Teach and assess pupils in Growth Mindset.

Role of the Governing Body

The governors will monitor the development and implementation of Growth Mindset in school.

Review

This policy is to be reviewed every two years.

Joanna Roberts
Growth Mindset Subject Leader – May 2020