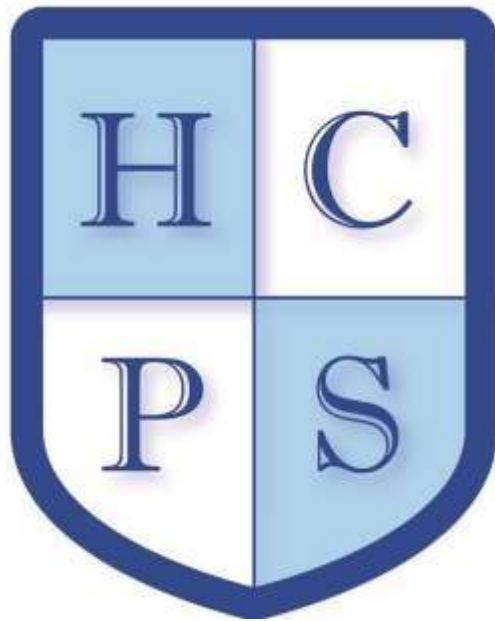


# Hunslet Carr Primary School



## Growth Mindset Policy

Policy reviewed: May 2022

Next review: May 2024



The office blocks of Leeds are visible from our classrooms and it is our belief and desire that children from Hunslet Carr Primary School should be able to grow up and be successful within their own city. We want our children to aspire to be the lawyers, doctors and professionals that work in our city every day and to give them experiences to inspire their self-belief.

The key to ensuring our children succeed, both while pupils at the school and in the future, is having a caring stimulating and stable environment in which to enjoy their early years. We work hard to ensure the school allows our pupils to grow in to happy, caring members of the community.



**What Impossible is Nothing means to Hunslet Carr Primary School**

**Impossible is Nothing means you can achieve anything when you are resilient and you persevere.**

## **Introduction**

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

## **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). We teach Growth Mindset through our belief of 'Impossible is Nothing'.

**Impossible is Nothing means that you can achieve anything when you are resilient and you persevere.**

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. We do this through our whole school effort indicators.

## **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:
  - Effort and Attitude indicators.
- 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 well-being 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 4<sup>th</sup> 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.
- Each year, during the first week back in September, all classes recap Growth Mindset.

During our INSET day on 6<sup>th</sup> September 2021, all staff were given training on 'Impossible is Nothing'. Staff had time to see our why – why our ethos is based around Impossible is Nothing and how we can teach our children to believe in their own abilities too.

We re-launched our Effort Indicators

**Effort and Attitude:** Each classroom to have Effort and Attitude indicators. These are consistent throughout school.

In EYFS to Year 4, our effort indicators are based around child friendly characters.

<u>Persevering Panda</u>	<u>Trying Tiger</u>	<u>Lazy Lion</u>
<p>I have a <u>positive attitude</u> to my learning.            I take <u>pride</u> in my work and present it <u>neatly</u>.            I <u>challenge</u> myself.            I am <u>resilient</u> and I always <u>persevere</u>.            I am <u>independent</u> and use Three Before Me when I am stuck.            I <u>learn from my mistakes</u>.            I am <u>improving my work</u> and going beyond what my teacher is asking me.</p>	<p>I am <u>developing a positive attitude</u> to my learning.            I sometimes need <u>reminders</u> to <u>concentrate</u> and take <u>pride</u> in my work.            I sometimes <u>give up</u>.            I will <u>challenge myself</u> but only if an <u>adult reminds me</u>.            If I am stuck, I need <u>reminders</u> to use <u>Three Before Me</u>.            I sometimes <u>keep making the same mistake</u>.</p>	<p>I have a <u>negative attitude</u> to my learning.            I <u>distract others</u>.            I do not take <u>pride</u> in my work.            I do not <u>challenge myself</u>.            I <u>give up</u> if it is too hard.            I do not use <u>Three Before Me</u> if I am stuck.            I <u>keep making the same mistake</u> and do not learn from them.            I do not <u>put any effort in</u> to try and improve my work.</p>
<p>I can't do it... YET!            Impossible is Nothing!</p>	<p>I can't do it... YET!            Impossible is Nothing!</p>	<p>I can't do it... YET!            Impossible is Nothing!</p>

In Year 5 to 6, our effort indicators are based around Marcus Rashford's children self-help book – You are a champion.

<u>Champion</u>	<u>Motivated</u>	<u>Fixed Mindset</u>
<p>I have a <u>positive attitude</u> to my learning.            I take <u>pride</u> in my work and present it <u>neatly</u>.            I <u>challenge</u> myself.            I am <u>resilient</u> and I always <u>persevere</u>.            I am <u>independent</u> and use Three Before Me when I am stuck.            I <u>learn from my mistakes</u>.            I am <u>improving my work</u> and going beyond what my teacher is asking me.</p>	<p>I am <u>developing a positive attitude</u> to my learning.            I sometimes need <u>reminders</u> to <u>concentrate</u> and take <u>pride</u> in my work.            I sometimes <u>give up</u>.            I will <u>challenge myself</u> but only if an <u>adult reminds me</u>.            If I am stuck, I need <u>reminders</u> to use <u>Three Before Me</u>.            I sometimes <u>keep making the same mistake</u>.</p>	<p>I have a <u>negative attitude</u> to my learning.            I <u>distract others</u>.            I do not take <u>pride</u> in my work.            I do not <u>challenge myself</u>.            I <u>give up</u> if it is too hard.            I do not use <u>Three Before Me</u> if I am stuck.            I <u>keep making the same mistake</u> and do not learn from them.            I do not <u>put any effort in</u> to try and improve my work.</p>
<p>I can't do it... YET!            Impossible is Nothing!</p>	<p>I can't do it... YET!            Impossible is Nothing!</p>	<p>I can't do it... YET!            Impossible is Nothing!</p>

To create a consistent climate of learning behaviours, there is a weekly skill of 'Impossible is Nothing' from Marcus Rashford's 'You are a Champion'.

The themes of each half term are:

**Autumn 1** – Champion

**Autumn 2** – Dreams

**Spring 1** – Confidence and Practice

**Spring 2** – Navigate Adversity

**Summer 1** – Team

**Summer 2** – Use your voice and never stop learning

The skill is introduced on a Monday during assembly and is recapped and taught within classes through Happy Healthy Time. We also use motivational rewards such as pandas, class pandas, and a whole school panda, as well as champion badges.

Visual reminders will be placed around school as continual reinforcement.

The Subject Leader will liaise with key staff for whole school events to ensure that Growth Mindset is embedded. Drop ins and learning walks will support the monitoring of Growth Mindset within lessons.

### **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 & monitor Growth Mindset in the environment & 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 – Sep 2022