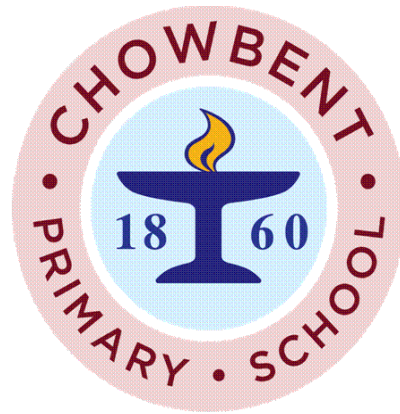


Policy for Building Learning Power
and Developing a Growth Mind-set.



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‘Helping our children to become successful learners’

At Chowbent we believe in developing our children’s learning power so that they become resilient, resourceful, reflective, ready and responsible learners who are confident to take risks and who develop strong positive relationships to support their own learning.

Aim:

Growth Mind-set and Building Learning Power.

Our aim is to instil a ‘Growth Mind-set’ via a whole school approach, to ensure consistency across the school. We aim to promote a growth mind-set culture by our use of language, by modelling and managing behaviour and by organising teaching and learning. We also aim to give the children the tools they need to build their learning power within this growth mind-set culture through a promotion of the development of the 5Rs as essential skills for successful learning.

- ✓ Resilience – the ability to keep trying
- ✓ Reflective – the ability to think about what our how you learn best.
- ✓ Responsibility – the ability to take personal responsibility for your own success and for the needs of others.
- ✓ Resourcefulness – the ability to use what we know already to help you learn or to see links, new approaches to help us succeed when we are stuck.
- ✓ Ready – the ability to prepare for success through self-organisation, pre-planning or practice.

Through the above we aim for our children to:

- ❖ Learn and enjoy learning.
- ❖ Become better learners.
- ❖ Become life-long learners.

Growth mind-set and the 5Rs allow our children to understand how they learn, and how to develop a productive and positive inner dialogue. It helps them to learn how to face challenges confidently and creatively as well as promote inquisitiveness and a thirst to know more. It equips our children with the skills and attitude to learn in all situations in their lives, both now and in the future.

Rationale.

According to Carol Dweck, ‘In a fixed mind-set, people believe their basic qualities, like their intelligence or talent are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success – without effort.’

Alternatively, ‘In a growth-mind-set, people believe that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.’

Based on the work by Dweck, research has shown that people who believe their intelligence can be developed (a growth mind-set) outperform those who believe their intelligence is fixed (a fixed mind-set). When children learn through a structured programme that promotes that they can ‘grow their brains’ and increase their intellectual abilities, they do better, ‘I can’t’ becomes ‘I can’t do it...YET’. It has been found that by teaching children to be good learners, you can develop their ability to have a growth mind-set.

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none"> • avoid challenges 	<ul style="list-style-type: none"> • embrace challenges
<ul style="list-style-type: none"> • give up easily due to obstacles 	<ul style="list-style-type: none"> • persist despite obstacles
<ul style="list-style-type: none"> • see effort as fruitless 	<ul style="list-style-type: none"> • see effort as path to mastery
<ul style="list-style-type: none"> • ignore useful feedback 	<ul style="list-style-type: none"> • learn from criticism
<ul style="list-style-type: none"> • be threatened by others’ success 	<ul style="list-style-type: none"> • be inspired by others’ success

The work promoted by Guy Claxton follows a similar line. He asserts that the ability to learn successfully is not fixed. Our success as learners can be enhanced when we are discretely taught the skills that build our ‘learning power’. Successful learners are those who develop meta-cognition (the ability to know their strengths as learners and which areas to develop). We can help children to develop this meta-cognition by teaching them to develop the essential skills of successful learning – the 5Rs.

Strategies we use to develop growth mind-set and build learning power.

The graphic is titled 'Growth Mindset Talk' and 'What can I say to myself?'. It features a blue background with a white scalloped border. At the top, there are two thought bubbles: one with a brick wall and another with a growing plant. Below the title, there are ten numbered statements, each with a dotted line for a response. The statements are color-coded: 1 (green), 2 (orange), 3 (purple), 4 (blue), 5 (red), 6 (light blue), 7 (teal), 8 (pink), 9 (cyan), and 10 (yellow). At the bottom, there is a 'twinkl' logo and the website 'www.twinkl.co.uk'.

Growth Mindset Talk What can I say to myself?

1. I'm not good at this.....I can't do this yet.
2. I give up.....I'll use some of the strategies I have learnt.
3. It's good enough.....Is this my best work yet?
4. I made a mistake.....This was my first attempt in learning.
5. This is too hard.....If something is hard, it means I'm learning!
6. I'm really good at maths.....I understand this because I have been practising.
7. I will never be as clever as them.....I'm going to find out how they do that.
8. I can't do this.....This is going to take time and effort to master.
9. I can't make this any better.....Improvements can always be made.
10. They can't do it.....How can I help them to understand this?

twinkl www.twinkl.co.uk

At Chowbent we encourage children to develop their inner dialogue so that they acquire a growth mind-set. We use examples and key phrases (see above) to prompt the children to consider if a fixed mind-set could be hampering their progress.

Children will learn to use the language of learning. They will say things such as 'I was resourceful today..' or 'I was resilient when I...'. Children will be taught to see mistakes and challenge as a normal part of their learning and they will be expected to try hard to overcome these challenges for themselves. Over time, children will become better at facing challenges and uncertainty in a calm, confident and creative way. They will also become better at understanding how they learn well and they will be able to recognise what they need to do to move their learning on.

Feedback to children.

At Chowbent, we understand the importance of effective, timely and purposeful feedback. We believe that effective feedback should:

- ✓ Focus on the learning objective, success criteria, skills and habits for learning.
- ✓ Stimulate the correction or errors or improvement of a piece of work; scaffold or support pupil's next steps
- ✓ Comment on progress over a number of attempts
- ✓ Focus on effort, progress and process.
- ✓ Provide opportunities for children to think things through for themselves and respond.

The above includes both written and verbal feedback. (For a detailed overview of written feedback given to children, see the marking policy.) When giving verbal feedback, we ensure that the comments we make promote a growth mind-set, not a fixed one. We use the grid below to guide us:

Effective Feedback Tool

<p><i>When they struggle despite strong effort</i></p>
<p>⇒ Let's look at this as an opportunity to learn. ⇒ What other strategies could we use? ⇒ When we are learning new things, we will make mistakes. ⇒ Our brains grow if we make mistakes! ⇒ Let's stop here and return tomorrow with a fresher brain.</p>
<p><i>When they are lacking a specific skill or knowledge</i></p>
<p>⇒ Here are some strategies to figure this out. ⇒ Let's practice this so we can move it from our short-term memory to our long-term memory. ⇒ What parts are difficult for you? Let's look at them together. ⇒ Let's ask (another student) for advice, they may be able to help us.</p>
<p><i>When they are making progress</i></p>
<p>⇒ Do you realise how much progress you have made? ⇒ What strategies are you using? They are really working for you. ⇒ Your hard work is clearly evident in your work. ⇒ I can see a difference in your work compared to you earlier work.</p>
<p><i>When they succeed with strong effort</i></p>
<p>⇒ I am so proud of the effort you have put in ⇒ You didn't give up and you succeeded ⇒ Remember how challenging it was at the beginning? Look how far you have come! ⇒ All that hard work and effort paid off! ⇒ Tell me what you are most proud of.</p>
<p><i>When they succeed easily without effort</i></p>
<p>⇒ It is great that you succeeded. Now we need to find something a bit more challenging so you can grow. ⇒ Could you help (another student) learn what you have? ⇒ You're ready for something more difficult. ⇒ What skill would you like to work on next? ⇒ Could you find 2 other ways to solve that problem?</p>
<p><i>When they do not put in much effort and then don't succeed.</i></p>
<p>⇒ How can we break this down into smaller tasks? ⇒ What are the barriers to your success and how can I help you to overcome them? ⇒ If you are going to succeed, it will take hard work and practice to get there. Where could you start? ⇒ Our brains won't grow if we don't try things.</p>

Effective praise process.

At Chowbent, we aim to praise persistence, effort and resilience, rather than for 'being clever'. Our aim is to wherever possible, praise and highlight the effort, skill, process or attitude, rather than the person. Our DoJo reward system specifically

links to process, points can be given for demonstrating specific 5Rs or aspects of growth mind-set.

Contributions from all children are valued. We endeavour to foster a culture whereby children feel proud of their learning and understand that making mistakes is also a crucial part of learning as is the improvement of work.

This approach is universally applicable to all children, of all ages, abilities and social backgrounds. Developing your learning power or adopting a growth mind-set is not restricted to school – learning continues at home and throughout adult life.

Developing the approach at home.

There are so many ways in which parents and carers can help their child's growth mind-set. Simply by asking your child every day, what good question they have asked, has been shown to significantly improve a child's learning – both their attainment and motivation to do better. Parents and carers are the most important role models their children have. By modelling learning, such as when cooking, gardening, playing sport or doing DIY, you can show your child how you think of options, evaluate, change your mind, copy a good example, get frustrated, try again and ultimately succeed. Pointing out these qualities in other people who your child admires also helps.

Teaching Growth Mind-set and Building Learning Power.

Teaching growth mind-set and building learning power does not change the curriculum content we teach. However the teachers will tell the children which of the 5Rs they will be developing and encouraging the children to use them with each other or on their own. The children will be expected to talk about their learning. When there are challenges, the teachers will not step in too quickly but give the children time to 'exercise their learning muscles', using their knowledge of the 5Rs. The teachers will also show the children how they too are learners, by modelling and sometimes saying that they 'don't know' but show how to find out. We will praise the process of learning rather than just the academic outcome. Having made a good mistake and learning from it will be celebrated – it is excellent to have the skills to analyse a problem, the creativity to think of another way to tackle it and the resilience and confidence to have another go.

Teachers in Key Stage 1 will use the All About Me records to help the children begin to acquire the language required and also promote self-reflection. These will be completed in class three times throughout the year.

In Key Stage 2, teachers will hold 1:1 sessions with each pupil in their class at three points throughout the year to complete the All About Me records together. These All About Me days, provide an opportunity for teachers to have a more in-depth discussion with each pupil about their own learning power strengths and areas to develop. Teacher and pupils together will set targets and discuss strategies for what they might do to develop one of the 5Rs they utilise the least. The All About me days will also allow joint selection of and discussion of the child's current 'best piece of

work'. The reasons for the selection may relate to the work representing over-coming a challenge and not necessarily relate to the standard of the work.

Children are often aware of their abilities in relation to the rest of the class and therefore will vary their aspirations accordingly, undermining their growth mind-set. Their access to higher order thinking, language and activities can potentially be limited by this approach. At Chowbent, where possible, groupings are flexible. Children often work collaboratively in mixed attainment pairings and in small groups, even within sets. In this way, we have found that children learn from each other and challenge themselves further. They understand that being able to explain learning to a peer will, in fact, enhance their own learning. They place fewer limits on their learning and have higher expectations of what they can achieve.

The Headteacher will re-enforce work within classrooms by making growth mind-set and the development of the child's learning power via the 5Rs as the focus of his weekly whole school assemblies.

Classroom Environment.

Item	Yes/No	Comment
ESSENTIAL		
Visual Timetables		
P4C Working Wall including the 4Cs		
Communication friendly colours		
Class DoJo display		
Word of the Week and past words of the week.		
Good light, temperature and not too many visual distractions		
Display showing Phoneme friezes phase 1-6 classes/areas		
5 Rs display – indicating with names or photos when a child has demonstrated the application of one of the 5Rs or post its of examples that demonstrate the use of these skills (KS2).		
Maths investigation prompts poster		
Designated 'Safe Place' (if applicable)		
DESIRABLE		
What has stuck with you? post-it reflection display.		
PSHE & P4C floor books for pupils to refer back to previous learning		
Clearly labelled resources / draws etc.		
Positive representation of gender equality		
Positive representation of race equality		
Positive representation of sexual orientation equality		
Invitations to read. E.g. dedicated reading area / Promotion of reading e.g. 'recommended books'.		
Jobs and duties rota		
Reading AFs Poster		
Objects, pictures and symbols used to teach vocabulary		

It is important that the class environment reflects our aims within this policy and that as the children move through the school they encounter familiar set of classroom features that they have come to know, understand and use in their development of

learning. At Chowbent, teachers are provided with a classroom checklist to ensure these expectations are clear and consistent across the school.

Planning that allows opportunities for self-reflection.

We believe that teachers must not close down opportunities to develop learning power. We therefore plan for investigational and open-ended activities alongside more formal and scaffolded teaching.

Appendix

Parental support.

As parents are such a powerful influence on mind-set it is essential that staff at our school use every opportunity to promote the approaches we use at school at home.

The following advice may be useful for staff to help in this aim.

Parents and carers need to be clear about what we mean by a growth mind-set, how we promote it at school and how they can support it at home.

Here are nine ways in which parents/carers can develop their child's growth mind-set at home:

Stop Your Own Self-Defeating Talk: Work on yourself first so you can be a good example for your children. No more self-defeating talk, it's time to practice positive self-statements and affirmations. The brain works like a muscle and over time, will grow through hard work, determination and practice. It's time to practice what you preach for your children - but also because you need to believe it, too. Don't say to your children 'I'm no good at this or that! When your child is struggling with maths homework, don't say 'Don't worry, I'm no good at maths' but remind them that they will get there if they keep putting in the effort.

Walk the Walk and then Talk the Talk: Show your children how to have this type of mind-set and let your actions speak for you. What you say out loud, should be reinforced by how you act, and of course with your personal ambition. For example, say you set a goal of walking 10,000 steps every day. How do you do this? Create a calendar and hang it in the kitchen for everyone to see you log your steps and then get your kids involved. Have them help you be accountable and celebrate with you when you hit 30 days of 10,000 steps!

Don't Tell Kids They're Smart, Gifted or Talented: You're probably scratching your head at this, but listen to why this is important. Telling your child they are smart, gifted or talented implies to them that they're born with these abilities, and can discourage them from giving additional effort and building growth if this is "how they are" or "what they're born with."

Praise Growth Mind-set: When your children demonstrate growth mind-set, praise them for this! Don't simply praise by saying "good job" but praise effort,

hard work, practice, kindness, bravery and characteristics of growth mind-set that will help children see their true potential like not giving up and committing to their goal.

Don't Praise the Result: Yes, results are important and scoring the winning goal at their football match matters, but only to an extent because this isn't who your child is. Who they are is not a score or measurement of their knowledge or skills. Instead, praise the time and hard work they put into studying and effort and collaboration it took to score that awesome goal. Point out the characteristics it took to achieve their goals, succeed and time they committed to it.

Pursue Passions: Children learn best when they're passionately immersed in a topic or activity they're interested in. Encourage them to aggressively explore their passions and then fully support their interests (within financial reason, of course.) Show children you trust them to follow their instincts and pursue their curiosity.

Let Kids Fail & Encourage Them to Persevere: It's hard as a parent to see your child fail. Yes, it may be a struggle for your child to learn a subject but progress will only occur when he/she doesn't give up and works hard to figure it out.

This where the magic happens and it shows children what positive results happen when they keep plugging away.

Give Children Tasks: Children feel pride and it builds their confidence when they accomplish tasks - no matter how big or small - on their own. The more children are capable, the more they feel confident embracing their curiosity, exploring the challenges even if they might fail. Think of Michael Jordan and Adam Peaty... they got to the level of success they had because they weren't afraid to stop trying and were committed to working hard for their dreams.

Use Growth Mind-set language: Encourage growth mind-set and resiliency by using positive affirmations and growth mind-set language in your everyday life. Regularly encourage your child not to give up, be courageous, trust themselves, do the things, and try their best.

The following websites are useful resources for parents:

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things> <https://www.mindsetworks.com/parents/growth-mindset-parenting>

<https://biglifejournal.com/blogs/blog/teach-growth-mindset-kids-activities>

