



WAYS IN WHICH WE PROMOTE AND DEVELOP A GROWTH MINDSET CULTURE AT ALL SAINTS'

We embrace challenges:

- We tell pupils that they will be doing challenging learning in lessons – and tell them why we think they will be able to do it. We build them up and show them we have belief in their success.
- We plan activities that will be 'low stress, high challenge' for all – we know the abilities of our pupils and stretch them accordingly.
- We use the idea of 'brain stretcher tasks' for the more able – so they are not just given more work to do, but specific, challenging tasks to extend their thinking.
- We celebrate their successes when they overcome a difficult task or activity and discuss with them how they overcame the challenges.

We persist in the face of setbacks:

- We show pupils strategies they can use when they become stuck e.g. use the 5Bs:

BRAIN

BOOK

BOARD

BUDDY

BOSS

So when pupils get stuck, instead of asking the teacher straight away, they are encouraged to think about it first (**Brain**), look in their exercise **book**, look on the **board** (or a display) and finally if they are still stuck, ask a friend (**Buddy**). If after all of this they are still stuck, ask the teacher (**Boss**)!

- We think carefully about our questioning. When pupils are stuck, we don't just give them the answer. We carefully scaffold our questions to support them with getting 'unstuck'.

Motivation Cooperation Creativity Independence Curiosity Stickability



- We use assessments formatively. We show them how they can learn and make progress from their mistakes.
- Most importantly, we don't let them give up!

We see effort as the path to mastery

- We praise pupils specifically for the efforts they are making with their learning.
- Honesty is required here....the path to mastery is not always fun and exciting and will be hard, requiring stickability and determination. But it will always be worth it.
- We provide pupils with the opportunities within lessons, or a series of lessons, to practice, consolidate and embed skills and knowledge. We give our pupils the opportunity to master what they are doing.
- This also gives them the opportunity to see when they have mastered things – we make this explicit to them and celebrate it.

We learn from criticism

- Whilst formative feedback (written or formal) is important, it only becomes *useful* when pupils are given the opportunity to respond to it – so we plan opportunities in lessons for them to do this:

During their marking the teacher includes a question in their written feedback comment aimed at addressing any learning gaps in the piece of work

In the next lesson time is given for pupils to respond to the questions or comments

At the next marking point the teacher acknowledges the pupil's response to the question and checks that the learning gap has been closed.



We find lessons and inspiration in the success of others

- At All Saints' we celebrate the success and achievements of others and use this as a learning opportunity.
- When discussing answers to questions or responses to activities, we find good examples from pupils, share them and then discuss why they were good.
- We find examples of great scientists, artists etc to discuss during lessons – why were they great? What qualities did they have?

Remember...

A Growth Mindset means that you believe intelligence can be developed and you have a passion to learn which means you:

- **Embrace challenge**
- **Learn from your mistakes**
- **Keep going when things get tough**
- **Are inspired by the greatness of others and...**
- **See effort as the path to mastery**