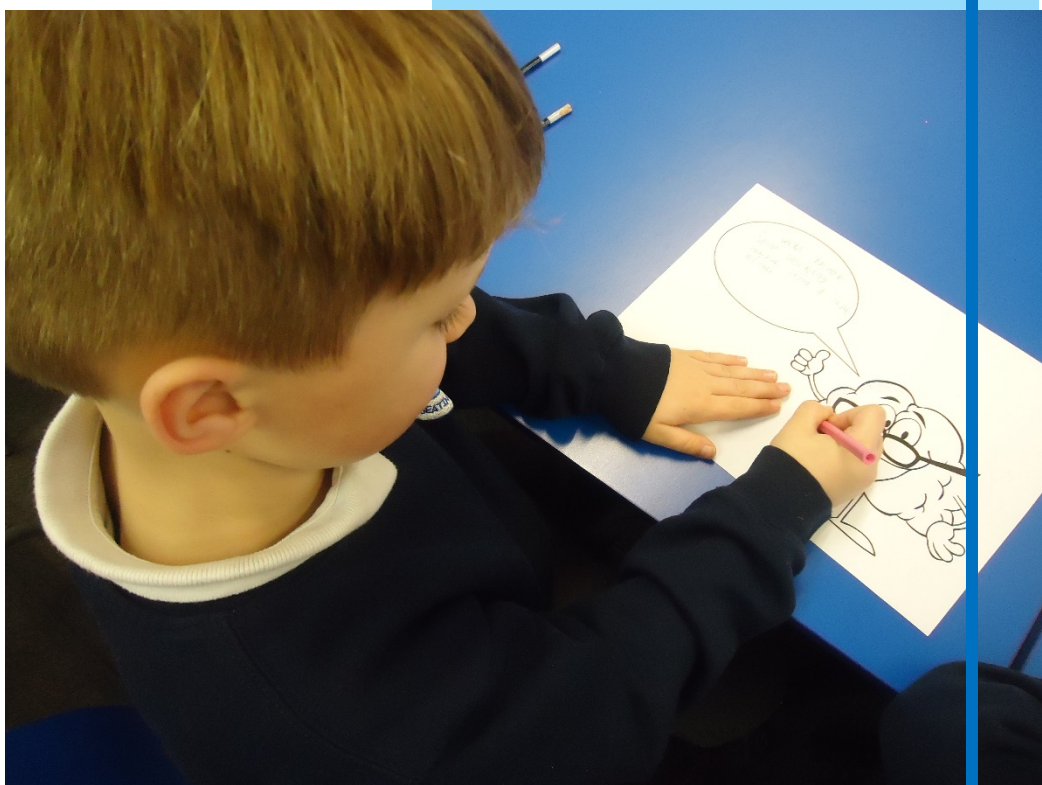




Growth Mindset Policy



2026-2027

Teagues Bridge Primary School

Growth Mindset Policy

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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 mindset) outperform those who believe their intelligence is fixed (a fixed mindset). When children learn through a structured program that promotes that they can “grow their brains” and increase their intellectual abilities, they do better. This very much compliments the Teagues Bridge “I can” and “I can’t do it ...YET” attitude. It has been found that by teaching children to be good learners, you can develop their ability to have a growth mindset.

Aims of the policy:

This policy aims to ensure a consistency of approach across the school in order to promote a growth mindset culture by using language, by modelling and managing behaviour and by organising teaching and learning. This includes the teaching, learning and assessment of learning attitudes which aim to help learners think about their own learning more explicitly. This meta-cognition approach teaches pupils

specific strategies to set goals, and monitor and evaluate their own development.

What is the difference between a Fixed and Growth Mindset?

The diagram below shows that difference between a fixed and a growth mindset.

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
• avoid challenges	• embrace challenges
• give up easily due to obstacles	• persist despite obstacles
• see effort as fruitless	• see effort as path to mastery
• ignore useful feedback	• learn from criticism
• be threatened by others' success	• be inspired by others' success

The diagram below outlines the things we may see children say or do with each mindset:

Growth	Fixed
I can learn from my mistakes	I have never been good at maths
If I try I will succeed	I can't write stories
I will not give up	I always get low scores
If plan A doesn't work, I'll try plan B	I am not clever enough to do this
Working with others helps me get better	I can't do this
I can't do this yet	This is too hard
This is hard but I won't give up	I give up
Challenge is helping my brain to grow	Everyone else is better than me
I am smart enough to do this	I'm not smart

How do we teach children to have a growth mindset?

The teaching of growth mindset is embedded practice at Teagues Bridge Primary School and is part of our daily practice when teaching and

learning. All staff at Teagues Bridge receive regular CPD to ensure practice is current, relevant and effective. To ensure that the teaching of growth mindset is embedded in every classroom, staff plan brainology lessons, teach the magic habits, consider how they feedback to children and ensure it is evident in their learning environments. Outline below are details of how we ensure this;

- Brainology Lessons

Each key stage plan and deliver and focus day to teach children about brainology every term. The children learn about how their brain works, the different parts of the brain and the difference between a fixed and a growth mindset. This is to allow them to fully understand the importance of having a growth mindset.

To ensure that the practice is fully embedded, each teacher regularly plan in brainology activities into their curriculum offer. This may be through stand-alone lessons, through starter activities or through the types of learning experiences planned.

- Magic Learning habits

At Teagues Bridge, we have developed the use of the 'Magic Learning Habits' and these are embedded into our daily teaching and learning. The purpose of the learning habits are to teach children to be effective learners. Children cannot be effective learners if they do not understand what that means. Therefore, at Teagues Bridge we teacher children to be effective learners through characters. The learning habits that we teach are

M - Motivation

A- Attitude

G- Gumption

I - I learn

C - Communication and courage

We believe that children need to understand each of the above and see it in practice in order to fully understand how to be effective learners.

Therefore, staff plan key stage days each term around the Magic Learning Habits where children undertake activities that require each of the habits. This ensures that children understand what each one means

and how it looks and feels. That way, they are then able to apply it to their daily learning in class.

As well as this, we believe that the magic learning habits should be embedded into our daily teaching to ensure that children are able to be effective learners each day. Therefore, the magic learning habits are displayed in every classroom and in corridors for staff and children to refer to and to make them accessible to children of all ages across the school, each habit has been assigned a character.

Children are also praised and rewarded magic habit stickers for displaying one of the habits in class. These stickers are placed alongside the piece of work and have the character on them to show which habit was used. By doing this, we ensure that children understand how the learning habits help them to be successful and encourage them to use them again.

- Feedback to children

At Teagues Bridge, 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 mindset, not a fixed one. We use the grid below to guide us:

Effective Feedback Tool

When they struggle despite strong effort

- ⇒ 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.

When they are lacking a specific skill or knowledge

- ⇒ 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.

When they are making progress

- ⇒ 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 your earlier work.

When they succeed with strong effort

- ⇒ 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.

When they succeed easily without effort

- ⇒ 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?

When they do not put in much effort and then don't succeed.

- ⇒ 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.

All staff receive CPD on giving effective feedback and have a copy of the grid above to refer to and guide them.

- Learning Environment

Each class creates an environment in which the differences between a fixed and growth mindset are evident and learning habits are prominent so that both can be easily referred to. This is not only achieved through displays, but through the ethos and work ethic that is promoted in each classroom. By embedding the use of the magic habits, regular brainology activities and giving effective feedback, we ensure that children have an effective climate to become good learners, make progress and develop a growth mindset. This prepares them for life outside of school and the challenges that they may face.