

Progression of feedback praise

Progression throughout the school is ensured through use of the following guidelines:

Articulation of Challenge and Effort			Examples of Verbal Teacher Feedback/Praise		
	CHALLENGE		EFFORT		
			With little effort	With some effort	With strong effort
PPRIMARY 1-3	CHALLENGE	Strong Challenge	I can see you found this very tricky (challenging) today. How can I help you so that you can try harder?	I can see you found this very tricky (challenging). Don't give up you will get there with even more effort.	I can see you found this very tricky (challenging). Don't give up, remember mistakes help us learn.
		Some Challenge	I think you can do this even though it's tricky. Remember when you worked really hard for x and did well. Maybe you could try to do that again.	It's still tricky and you are not quite there yet but look how hard you are trying. I think with more effort you could go even further.	Remember when you found this very tricky (challenging). Look at how hard you have tried and what you can do now.
		Little Challenge	I can see you find this easy. Imagine what you could do with more effort.	I can see you find this easy but how can we improve it?	I am proud of you for not giving up. You're ready for something harder (more challenging).
PRIMARY 4-7	CHALLENGE	Strong Challenge	It looks like you are finding this challenging. How can I help you to find new strategies?	What parts are difficult for you let's look at them together.	I expect you to make some mistakes because we are learning new things. Let's look at this as an opportunity to learn.
		Some Challenge	What choices are you making that are affecting your learning? Maybe you need to make different choices.	Don't be afraid to try, we can always fix mistakes once I see where you are getting held up.	Your hard work and persistence are clearly evident in this work. Keep it up.
		Little Challenge	I would like to give you something more challenging, but I need to see you putting in more effort.	I can see this is not challenging enough for you, is that why you are not putting in a lot of effort? Let's think about your next steps.	All that hard work and effort have paid off and look how far you have come.



Giffnock Primary Attitudes to Learning Growth Mindset Information for Parents/Carers



Article 12: You have the right to an opinion and for it to be listened to and taken seriously.

Article 29: You have the right to education which develops your personality, respect for others and the environment.



Growth Mindset: an overview

The term '**Growth Mindset**' comes from the work of Dr. Carol Dweck, a Stanford University professor of psychology. She has devoted decades of research into finding out how 'fixed' intelligence really is and this has resulted in the concepts of a fixed mindset or a growth mindset.

Those with a **fixed mindset** see their intelligence as being a given: they are good at some things naturally and will not try to develop other talents or skills. Those with a **growth mindset** see intelligence as fluid: it can be grown through hard work, grit and resilience.

Growth mindset isn't just about how children see themselves but also about teachers as practitioners and indeed parents. Dweck's work highlighted the amount of language that both teachers and parents use that inadvertently promotes a fixed mindset. For example, praising the outcome of the work a child has done, the 10 out of 10 or score, rather than praising the effort and process they show when working towards the outcome. The research has shown that focusing on effort and providing specific, detailed feedback can help develop a growth mindset.

Dweck's work has further shown that when children are introduced to simple neuroscience of the brain, showing that with learning new things and practice the brain changes and gets larger, a growth mindset can be developed.

Dweck has written:

"If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence."



Growth Mindset at Giffnock Primary

At Giffnock Primary promoting a growth mindset is a key and integral part of our school ethos. Some of our classes have already been piloting Effort Evaluators and Challenge Calculators as a means of articulating their mindsets in learning; this has blended well with the children's articulating their learning in terms of how well and how often they have been successful learners. Our next step is to launch a design competition for the children to create a character to represent Growth Mindset at Giffnock Primary. Concurrently guidelines for all staff are being drawn up so that as we look forward to session 2018-2019 we can begin with a full school launch.

Subsequently the concepts of growth and fixed mindsets will be re-introduced at the start of each academic year using the Giffnock Primary Growth Mindset character and a range of resources. Integral to this will also be learning about brain development appropriate to the age and stage of each class. Each class will then have a display which shows and contrasts the types of thinking in each mindset. Guidelines will help to ensure progression across the school.

Key to the success of Growth Mindset at Giffnock will be a change to the feedback praise which we typically give as teachers and parents.

Praise for persistence, effort, organisation, listening, trying different strategies or staying focused on a task will reinforce the growth mindset – we must praise the process of learning. Praise will link the outcomes of a task to the pupil's efforts and strategies. Challenge and mistakes are expected and treated as opportunities for learning.

