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| **Phase Five: Evaluation and Reflection** |
| **Step One: Measuring impact and outcomes** |
| Following evaluation of the intervention (as planned in phase 3):  What impact has the intervention had?   * Overall children’s self-esteem and perception of themselves as learners improved over the period of intervention. * An increase in their motivation for trying new things and not giving up was evident in conversations and assessments completed. * Class teachers noted an improvement in the way individual children approached certain subject areas. * Growth Mindset resources will continue to be implemented within the classes to continue to improve self-esteem and resilience   Have the SMART outcomes been achieved? Please describe.  Overall all of the SMART outcomes and targets have been achieved by each individual. Children demonstrated more confidence when working on challenging tasks and understood that making mistakes could be used as opportunities for learning. Further work on valuing themselves and others would continue to benefit these pupils. |
| **Step Two: Critical Reflection** |
| What have you learned?   * How challenging it can be to break down children’s perceptions of themselves as learners at such a young age. To begin with children would tell you what they thought you wanted to hear rather than their honest thoughts/opinions. * It is very useful to discuss the learning process with children during or soon after learning to help them understand the benefits of approaching tasks positively and never giving up. * Children require opportunities to reflect and act upon advice. * Growth Mindset strategies can make an impact upon resilience and how pupils see themselves as learners.   What went well?   * Having time to work one-to-one with individual children. * Increased awareness of the necessity to work with children who don’t necessary struggle academically but perhaps have a negative view of themselves as learners.   What didn’t work so well?   * Time constraints, initially 15 minutes was given per session with each individual, however when working with the children it became apparent that these sessions required longer periods of focused time.   Is there anything that could have been done better?   * Having more time and staff resources would have allowed us to engage with the families in a deeper way. |
| **Step Three: Planning for Improvement** |
| What are you going to do now?   * Audit PSHE resources in relation to building self-esteem and increasing motivation * Remind staff about Learning and Teaching boxes provided for each teacher with growth mindset resources and discussion pointers about the benefits in discussing feedback with children during and after learning experiences. * Class teachers to continue to develop Growth Mindset strategies within the classroom. * Offer parent workshops about resilience and Growth Mindset in children. |