

Growth Mindset Vs Fixed Mindset

We want our children to have a 'growth mindset' so they are able to embrace challenge, learn to be resilient, know that effort is the path to success, learn from feedback and be inspired by the success of others.

A mindset is an attitude or way of thought that determines how you deal and respond to situations.

A growth mindset is a belief that skills and abilities can be developed over time, with practise and effort.

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits that cannot improve.



'It's not that I'm smart, it's just that I stay with problems longer.'

Albert Einstein

'We learn from failure, not from success.'

Bram Stoker

'When you know better, you do better.'

Mary Angelou

'We are not what we know but what we are willing to learn.'

Mary Catherine Bateson

'Even the smallest person can change the course of the future.'

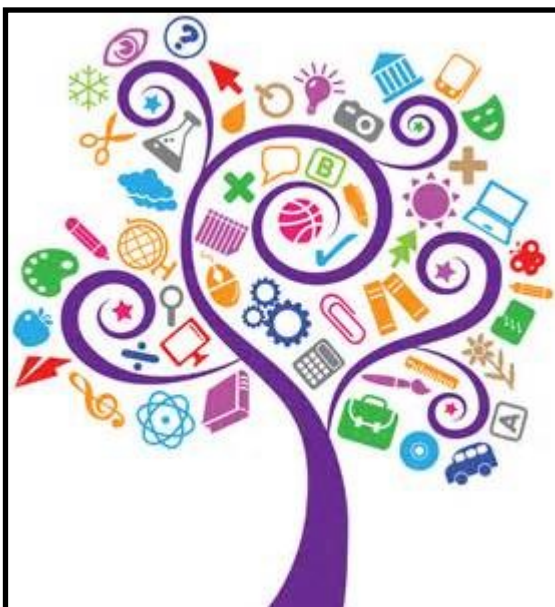
J.R.R. Tolkein

'I haven't failed. I've just found ten thousand ways that don't work.'

Thomas Edison

'All things are difficult before they are easy.'

Thomas Fuller



How we Learn

(Assessment for Learning)

Curbar



Information for children, parents and carers

For more information please refer to the 'Behaviour for Learning' and 'Teaching and Learning' policies at: www.curbarprimary.co.uk
If you would like a paper copy of the policies, please contact the school:
Tel: 01433630266 or email: enquiries@curbar.derbyshire.sch.uk

Introduction

At Curbar Primary School, we strive to provide the very best learning experiences for all our pupils. This leaflet gives information about how assessment for learning is instrumental in unlocking children's understanding of their learning and providing them with the tools to achieve and become an active lifelong learners

Aims and Objectives

Assessment is a method that a teacher uses to assess the learning of a pupil or class. We believe that children learn best when they are given the opportunity to have an active role in their learning. This means that teachers give pupils more information about what they are going to learn (the learning objectives) and how to be successful (success criteria). The teachers also aim to use more strategies to actively engage them in learning. Teachers use a variety of ways to assess the progress children make and aim to make the pupils part of the process. This information is used to plan for the next stage of learning. This is Assessment for Learning.

What is Assessment for Learning?

The principles of Assessment for Learning are that children learn best when:

- They know what they are going to be learning
- They know how they are going to learn
- They know how to meet the success criteria
- They are challenged
- Their effort and achievement is acknowledged

- They are given purposeful feedback

- The children are taught to become independent, resourceful, resilient, reflective and reciprocal learners

What does Assessment for Learning look like in a lesson?

There is a clear focus on exactly what is being taught. Children are told the learning objective (sometimes asked as a question) so they know exactly what they are learning. Questioning, partner/group discussion and feedback and marking will all be focussed on checking that the children are achieving the learning objective. Teachers also help children to recognise what they need to achieve during the lesson and what their learning should include in order for them to be successful in their learning (the 'success criteria').

Some other strategies are commonly used to assess learning:

Learning Partners

Children may discuss their thinking, answers to questions or decide what is required to complete a task with a learning partner. Teachers use Learning Partners to build children's confidence and will use this to gain an overview of children's learning and seek ways in which to improve it.

No Hands Up (unless you have a question!)

Rather than asking a question and getting the answer from someone who puts their hand up, teachers can sometimes select a child and their learning partner to answer a question to check how much they understand. This means children don't always need to put their hand up, unless they have a question! It means they are more likely to be actively engaged with their learning. Teachers often wait longer for answers, giving children thinking and discussion time with their learning partner.

Peer Assessment

This is when another child decides how successful your child has been in achieving the learning objective for the lesson. They can highlight successful areas and areas for further improvement. Sometimes this is done in the middle of learning so it can be improved straight away. This helps children learn about how their work is assessed and what they need to include to move forward with their learning next time.

Self-Assessment

Your child decides how successful they were with their learning. They will use the original learning objectives or success criteria for the learning. This will enable the children to identify where their learning needs to improve.

Feedback and Marking

Feedback from the teacher, learning support and their peers helps children to move forward with their learning immediately. Feedback and marking tells the child what they have learned and what they need to improve next time. We expect children to respond to any written feedback.

Feedback and marking like this can be:

- Given during a lesson to give the child time to make improvements right away, or written after the lesson in the child's book.
- Given verbally in a lesson or after some pieces of learning.
- Given by the teacher, learning support, the child themselves or one of their classmates during the learning.