



# Singleton Church of England Primary School



## Growth Mindset Information for Parents



**“Passion for learning ....Passion for life”**

### **Vision**

**“With God all things are possible” Matthew 19:26**

**“I have come so that they may have life and have it to the full” John 10:10**

To provide the children with a variety of challenging and enriching opportunities, enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love , trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

## Introduction:

# Growth Mindset Within Our C A R E Curriculum and School Vision

At Singleton Church of England Primary School, our vision — **“Passion for Learning... Passion for Life”** — sits at the heart of everything we do. We believe that every child is created by God with limitless potential, and that **“With God, all things are possible”** (Matthew 19:26). We want our children to flourish in every aspect of their lives, living out Jesus’ promise: **“I have come so that they may have life and have it to the full.”** (John 10:10)

To help our children live life to the full, we provide a rich variety of engaging and challenging opportunities that nurture them academically, spiritually, socially, emotionally, and physically. We want every child to develop a deep passion for learning, a curiosity about the world, and the confidence to embrace challenge without fear of failure. This is why **Growth Mindset** is such a natural and powerful part of our school culture.

## How Growth Mindset Fits into Our C A R E Ethos

Our CARE ethos — **Choices, Aspiration, Reflection, Engagement** — is the vehicle through which we explicitly teach our Christian Values of **Friendship, Respect, Trust, Endurance, Wisdom, and Love**. These values guide our behaviour, shape our curriculum, and underpin every decision we make as a school community.

Growth Mindset aligns seamlessly with this ethos:

- **C – Choices**: Children learn that choosing to persevere, choosing to try again, and choosing to embrace challenge helps them grow in *Wisdom* and *Endurance*.
- **A – Aspiration** Growth Mindset encourages children to believe that with effort, practice, and God’s guidance, they can achieve great things.
- **R – Reflection** Children reflect on their learning, their behaviour, and their strategies — understanding that mistakes are stepping stones to success.
- **E – Engagement** Children engage fully with their learning, support one another, and contribute positively to our school and wider community.

## Why Growth Mindset Matters at Singleton

We want our children to grow confidently, without fear of getting things wrong, and to understand that learning is a journey filled with challenge, discovery, and joy. Growth Mindset helps children:

- See mistakes as opportunities
- Persevere when things feel difficult
- Develop resilience and independence
- Celebrate effort as well as achievement
- Believe that they can improve and grow
- Understand that their potential is not fixed

This approach reflects our belief that **every child can flourish**, and that with God's love and support, they can achieve beyond their wildest dreams.

## A Vision Rooted in Love, Faith, and Possibility

At Singleton, we aim to create an inclusive school community where children feel rooted in the knowledge of God's love for all people. We encourage them to value difference, show compassion, and become exemplary role models in our community and the wider world. Our ambitious curriculum, our Christian Values, and our CARE ethos work together to help every child:

- Care
- Learn
- Grow
- Flourish

Growth Mindset is not an add-on — it is woven into the very fabric of our school vision. It helps our children live out our belief that **with God, with effort, and with the right mindset, all things are possible**.

## What Is Growth Mindset?

The term **Growth Mindset** comes from the research of **Dr Carol Dweck**, a developmental psychologist at Stanford University. Her work explores how our beliefs about intelligence and ability shape the way we learn, respond to challenges, and cope with setbacks.

Dr Dweck found that people generally hold one of two broad mindsets:

### Fixed Mindset

A fixed mindset is the belief that intelligence, talent, and ability are **set traits** — something you either have or you don't. Children with a fixed mindset may think:

- "I'm just not good at this."
- "If I can't do it straight away, I never will."
- "If I make a mistake, it means I'm not clever."

This mindset can make children avoid challenges, give up easily, or feel anxious about making mistakes because they see them as a sign of failure.

### Growth Mindset

A growth mindset is the belief that intelligence and ability can **develop over time** through effort, practice, good strategies, and learning from mistakes. Children with a growth mindset tend to think:

- "I can't do this yet, but I can learn."
- "Mistakes help me improve."
- "If I keep trying, I will get better."

This mindset encourages resilience, curiosity, and a willingness to take on challenges — all essential qualities for lifelong learning.

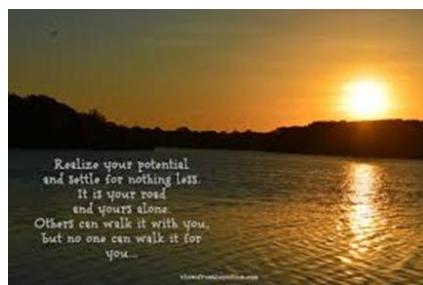
## Why This Matters

Dr Dweck's research shows that a child's belief about their own ability has a powerful impact on:

- Their motivation
- Their confidence
- Their willingness to try new things
- Their resilience when things get difficult
- Their long-term academic progress

Children with a growth mindset are more likely to embrace challenge, persevere when things feel tough, and see effort as a path to mastery. Those with a fixed mindset may avoid challenge, fear failure, or give up quickly.

## A Mixture of Both



Most of us  
— adults and



children — have a mixture of fixed and growth mindsets in different areas of our lives. The aim is not perfection, but awareness. When children learn to recognise fixed-mindset thinking and replace it with growth-mindset thinking, they become more confident, resilient, and independent learners.

## The Following Information explains the concept of Fixed and Growth Mind-set

### Mindset and Learning.

Fixed Mindset	Growth Mindset
Those with a Fixed Mindset believe that natural ability or talent decides our level of success, even if we have succeeded with very little effort. We avoid challenges that might question our ability and view setbacks as evidence that something is wrong.	Those of us with a Growth Mindset believe that factors such as effort, application and study skills will more accurately determine our level of success. We also <b>enjoy success, but only really if we've had to work for</b> what we perceive to be <i>meaningful</i> success. Setbacks simply give us a new goal to target especially if we get good feedback on how to achieve that goal.

Fixed Mindset	Growth Mindset
<b>Beliefs</b> <ul style="list-style-type: none"><li>○ Intelligence and ability are <b>fixed</b>.</li><li>○ <b>Nature</b> determines intelligence and ability.</li><li>○ I have an innate ability for some things and an innate disability for other things.</li><li>○ I will always be good at, for example, maths and always be poor at, for example, art.</li></ul>	<b>Beliefs</b> <ul style="list-style-type: none"><li>○ Intelligence and ability can <b>grow</b>.</li><li>○ <b>Nurture</b> determines intelligence and ability.</li><li>○ If I apply myself more, seek help, take risks, change my strategy, then I've got a good chance of learning anything and thus growing my intelligence and talent.</li></ul>
<b>Priority</b> <ul style="list-style-type: none"><li>○ <b>Prove</b> myself.</li></ul>	<b>Priority</b> <ul style="list-style-type: none"><li>○ <b>Improve</b> myself.</li></ul>

<ul style="list-style-type: none"> <li>To succeed, especially with little effort, as this proves that I am clever and / or able.</li> <li>Avoid failure of any sort, as this proves I have low ability levels.</li> </ul>	<ul style="list-style-type: none"> <li>To learn through challenge, as this will help me to grow my talents.</li> <li>Seek interesting challenges that will stretch and help me to learn.</li> </ul>
<p><b>Attitude to Challenging Learning</b></p> <ul style="list-style-type: none"> <li>Challenge should be avoided.</li> <li>Difficulties will mean I am not as clever as I thought.</li> <li><b>Failure means I'm stupid</b> or incapable.</li> </ul>	<p><b>Attitude to Challenging Learning</b></p> <ul style="list-style-type: none"> <li>Challenge will help me learn.</li> <li>Difficulties are an inevitable part of the learning process.</li> <li><b>Failure means I need to adapt</b> my strategies.</li> </ul>
<p><b>I apply myself when there is .....</b></p> <ul style="list-style-type: none"> <li>An opportunity to <b>show off</b> my strengths.</li> <li>A good chance of getting everything right.</li> <li>Very little risk of failure.</li> </ul>	<p><b>I apply myself when there is .....</b></p> <ul style="list-style-type: none"> <li>An opportunity to <b>learn new</b> insights or skills.</li> <li>Enough challenge to stretch me.</li> <li>An opportunity to try something new.</li> </ul>
<p><b>Response to challenge or failure</b></p> <ul style="list-style-type: none"> <li>Blame myself or, to protect my ego, someone else.</li> <li><b>Feel inferior</b> or incapable.</li> <li>Trying guessing the answers or copy others.</li> <li>Seek ego-boosting distractions.</li> </ul>	<p><b>Response to challenge or failure</b></p> <ul style="list-style-type: none"> <li>There is no blame – I just want to know how to do it better next time.</li> <li><b>Feel inspired</b> to have a go.</li> <li>Try various problem-solving strategies.</li> <li>Seek advice, support or new strategies.</li> </ul>
<p><b>Mottos</b></p> <ul style="list-style-type: none"> <li>Either you're good at something or you're not.</li> <li>If you're really good at something, you shouldn't need to try.</li> <li><b>If you have to try you must be stupid.</b></li> <li>Don't try too hard; that way you've got an excuse if things go wrong.</li> </ul>	<p><b>Mottos</b></p> <ul style="list-style-type: none"> <li>Success comes with practice.</li> <li>No matter how good you are at something, you can always improve.</li> <li><b>If you have to try, you must be learning.</b></li> <li>Always try hard; that way you've more chance of more success.</li> <li>No pain, no gain!</li> </ul>

## Why Growth Mind-set at Singleton School?

At Singleton School, we want every child to flourish academically, socially, emotionally, spiritually, and physically. Growth Mindset supports this by helping children understand that their abilities are not fixed — they can grow, develop, and improve through effort, practice, and the right strategies.

Children with a Growth Mindset are more likely to:

- Embrace challenge
- Persevere when learning feels difficult
- See mistakes as opportunities
- Develop resilience and independence
- Take pride in effort as well as achievement
- Believe in their own potential

These qualities are essential for helping children live out our school vision: **“Passion for Learning... Passion for Life.”** We want children to grow confidently, without fear of failure, and to understand that learning is a journey filled with challenge, discovery, and joy.

Growth Mindset also supports our belief that **“With God, all things are possible”** (Matthew 19:26). It encourages children to trust in their ability to grow, to persevere, and to achieve beyond what they first thought possible.

# How We Teach Growth Mindset Through C A R E

Growth Mindset is woven into our **C A R E** ethos, which shapes the culture of our school and guides every child's learning journey.

## C – Choices

Children learn that the choices they make influence their progress. They are encouraged to:

- Choose to persevere
- Choose to try again
- Choose to embrace challenge
- Choose to learn from mistakes

This builds **Wisdom, Endurance, and Inclusivity**.

## A – Aspiration

We teach children to aim high and believe in their potential. Growth Mindset reinforces that:

- Effort leads to improvement
- Practice builds skill
- Everyone can grow

This nurtures **Respect, Empowerment**, and a belief that they can achieve great things.

## R – Reflection

Children are taught to reflect on their learning, behaviour, and strategies. They learn to ask:

- What went well?
- What could I try next time?
- What did this mistake teach me?

This supports **Love, Service**, and spiritual growth.

## E – Engagement

Children engage fully with their learning and support one another. They learn to:

- Work collaboratively
- Encourage others
- Take responsibility
- Contribute positively to the school community

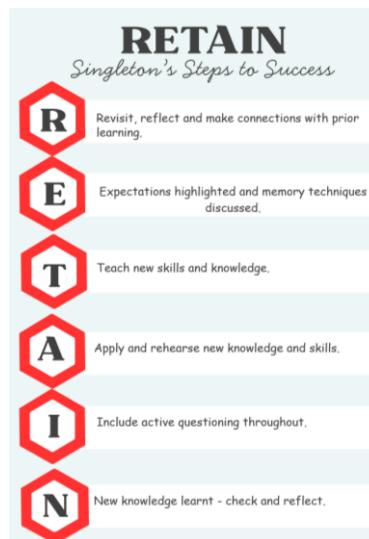
This builds **Friendship, Trust**, and a strong sense of **Community**.

# How Growth Mindset Looks in Our Classrooms

Growth Mindset is not a one-off lesson at Singleton School — it is part of our daily culture. You can see it in the language we use, the way children approach challenges, the structure of our lessons, and the expectations we set for every learner. It is woven into our **C A R E** ethos, our Christian Values, and our belief that with God's love and support, every child can grow, flourish, and achieve.

In addition, our bespoke RETAIN strategy supports how children learn and have a growth mindset. Enabling children and staff to bridge learning gaps and employ a range of strategies.

We use '**I do**' (teacher model) '**We do**' (working in partners) '**You do**' (independent work) to reinforce the RETAIN model



Here are some of the ways our Growth Mindset comes to life in our classrooms:

## 1. Children Embrace Challenge

Children are encouraged to see challenge as a positive and exciting part of learning. Instead of avoiding difficult tasks, they are taught to:

- “Have a go”
- Try new strategies
- Keep going even when things feel tough
- See effort as a path to mastery

This builds **Endurance, Wisdom, and Aspiration**.

## 2. Mistakes Are Celebrated as Learning Opportunities

We actively teach children that mistakes are not something to fear — they are a natural and essential part of learning. In our classrooms, you will hear:

- “What did that mistake teach you?”
- “Let’s try a different strategy.”
- “You can’t do it yet, but you will.”

This supports **Reflection**, **Love**, and a sense of safety in taking risks.

### 3. The BRAIN – BOOK – BUDDY – BOSS System

To build independence and resilience, children follow a structured process when they face a challenge:

1. **BRAIN** – Think back to what they've been taught
2. **BOOK** – Use resources to research or remind themselves
3. **BUDDY** – Discuss ideas with a partner
4. **BOSS** – Ask an adult for help *after* trying the first three steps

This encourages problem-solving, collaboration, and responsibility.

### 4. Effort, Strategies, and Progress Are Praised

We focus on praising the *process* rather than the person. Instead of saying "You're so clever," staff use language such as:

- "I can see how hard you worked on that."
- "You tried different strategies until you found one that worked."
- "Your perseverance really paid off."

This reinforces **Aspiration**, **Respect**, and a belief that improvement comes through effort.

### 5. Children Reflect on Their Learning and Behaviour

Reflection is a key part of both Growth Mindset and our **C A R E** ethos. Children are encouraged to think about:

- What went well
- What they found challenging
- What they learned from mistakes
- What they will try next time
- How their behaviour affects others

This builds **Love**, **Service**, and emotional maturity.

### 6. Children Support One Another

Growth Mindset is not just about individual progress — it is about community. In our classrooms, children:

- Encourage each other
- Share strategies
- Celebrate one another's successes
- Offer help when someone is struggling

This strengthens **Friendship**, **Trust**, and a sense of belonging.

### 7. Learning Environments Reflect Growth Mindset

Our classrooms and corridors celebrate:

- Children “making their mark”
- Examples of perseverance
- Inspirational quotes
- Christian Values in action
- Footprints showing how Jesus “made His mark” and how we follow His example

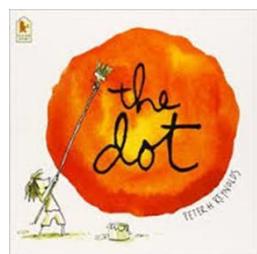
Displays are created *with* the children, reinforcing ownership and pride.



## Using *The Dot* to Reinforce Growth Mindset

Each year, we reintroduce and strengthen our Growth Mindset culture through the story *The Dot* by Peter H. Reynolds. This simple but powerful book tells the story of Vashti, a child who begins with no confidence in her abilities and believes she “can’t draw.” With gentle encouragement, she makes a single mark — a dot — and begins a journey of discovering that:

- Confidence grows through encouragement
- Perseverance leads to progress
- Mistakes help us learn
- Taking risks helps us grow
- Trying your best is more important than being perfect



Vashti’s transformation mirrors the Growth Mindset principles we teach every day at Singleton School. Her story shows children that ability is not fixed — it develops through effort, courage, and a willingness to try.



## Why *The Dot* Matters at Singleton

The message of *The Dot* aligns beautifully with our **C A R E. ethos** and our Christian Values:

- **Choices:** Vashti chooses to try, even when she feels unsure.
- **Aspiration:** She begins to believe she can improve.
- **Reflection:** She learns from her mistakes and sees her progress.
- **Engagement:** She shares her learning with others and encourages them too.

## Resilience in Learning

Resilience is a key part of our Growth Mindset culture at Singleton School. We want children to understand that learning is not always easy — and that's exactly what makes it meaningful. When children learn to keep going, even when things feel challenging, they develop confidence, independence, and a belief in their own potential.

In our classrooms, resilience means

### 1. Embracing Challenge

Children are taught that challenge is not something to avoid — it is something to welcome. When learning feels difficult, we encourage children to see this as a sign that their brain is growing.

### 2. Understanding That Mistakes Are Part of Learning

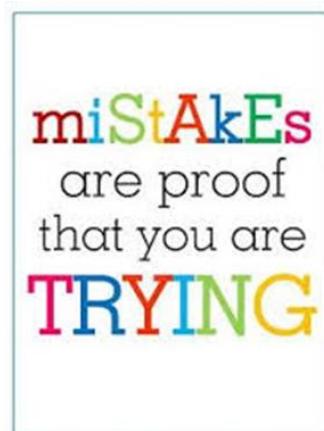
We teach children that mistakes are not failures. They are stepping stones. They show us what to try next, not what to give up on. This helps children develop **Endurance**, **Wisdom**, and the confidence to take risks.

### 3. Trying Different Strategies

When something doesn't work the first time, children are encouraged to try again using a different approach. This builds flexibility, creativity, and problem-solving skills.

We keep moving forward, opening new doors & doing new things, because we're **curious** & **curiosity** keeps leading us down new paths.

Walt Disney

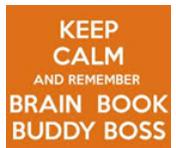


I'm not telling you it's going to be **easy**, I'm telling you it's going to be **WORTH IT.**

## 4. Seeking Support in the Right Way

Our **BRAIN – BOOK – BUDDY – BOSS** system helps children develop independence before turning to an adult. This teaches them to think for themselves, collaborate with others, and take responsibility for their learning.

### The BRAIN – BOOK – BUDDY – BOSS System



At Singleton School, we want children to become confident, independent learners who take responsibility for their learning and persevere when things feel challenging. To support this, we use a simple but powerful four-step approach called **BRAIN – BOOK – BUDDY – BOSS**. This system helps children develop resilience, problem-solving skills, and the confidence to try before seeking adult help.

It is a practical way of teaching Growth Mindset and links directly to our **C A R E** ethos — especially **Choices**, **Reflection**, and **Engagement**.

#### 1. BRAIN – Think First

Children are encouraged to stop and think before asking for help. They might:

- Recall what they learned previously
- Look at examples in their book
- Use prompts on their table
- Think about strategies that worked before

This builds **Wisdom**, **Endurance**, and independence.

#### 2. BOOK – Use Resources

If thinking alone doesn't help, children move to the next step: using resources. They might:

- Look in their exercise book
- Use classroom displays
- Check reference books
- Use safe online research (where appropriate)

This encourages **Aspiration**, curiosity, and responsibility.

#### 3. BUDDY – Ask a Partner

If they still need help, children talk to a learning partner. Together they might:

- Share ideas
- Compare strategies
- Explain their thinking
- Try a new approach

This builds **Friendship**, **Trust**, and collaboration — key Christian Values.

#### 4. BOSS – Ask an Adult

Only after trying the first three steps do children ask an adult for help. When they do, the conversation is richer because they can explain:

- What they tried
- What worked
- What didn't
- What they think they need next

This supports **Reflection**, **Engagement**, and deeper learning.

## Why This System Matters

The BRAIN – BOOK – BUDDY – BOSS approach helps children:

- Develop resilience
- Build independence
- Take responsibility for their learning
- Persevere when things feel difficult
- Learn to collaborate
- Reflect on their strategies
- Understand that effort leads to progress

It also reinforces our belief that **with God's help, effort, and perseverance, all things are possible**.

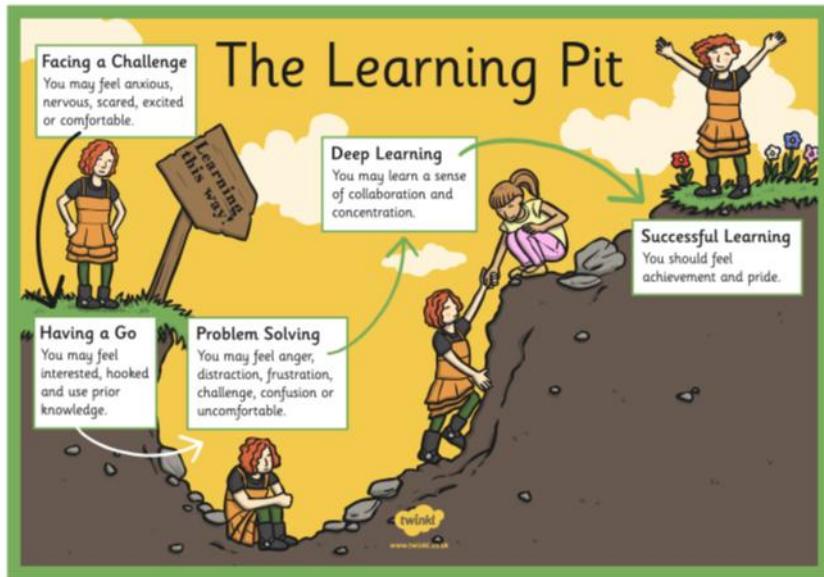
## 5. Reflecting on Their Learning

Children regularly reflect on what they found challenging, what they learned from it, and what they will try next time. This links directly to the **Reflection** strand of CARE and helps children grow spiritually, emotionally, and academically.

## 6. Believing They Can Improve

We help children understand that they may not be able to do something *yet*, but with effort, practice, and perseverance, they will get there. This belief is rooted in our Christian vision that **with God, all things are possible**.

Resilience is not about "toughing it out." It is about developing the courage to try, the confidence to keep going, and the wisdom to learn from every experience.



## How We Praise and Encourage Children

Praise is powerful — but only when it sends the right message. At Singleton School, we use praise to reinforce Growth Mindset, our CARE ethos, and our Christian Values. We focus on praising the *process* rather than the *person*, helping children understand that effort, strategies, and perseverance lead to success.

### We Praise Effort, Not Just Achievement

Instead of saying “You’re so clever,” we say things like:

- “You worked really hard on that.”
- “I can see how much effort you put into improving this.”
- “You kept going even when it was tricky — that shows real perseverance.”

This helps children value effort and understand that improvement comes through practice.

### We Praise Strategies

Children are encouraged to think about *how* they learned something. Staff use phrases such as:

- “You tried different strategies until you found one that worked.”
- “Tell me how you approached this problem.”
- “You changed your plan when the first idea didn’t work — that’s great thinking.”

This builds **Wisdom, Reflection**, and independence.

### We Praise Resilience

We celebrate children who:

- Keep going when learning feels difficult
- Try again after making a mistake
- Show courage in taking on a challenge

This reinforces **Endurance**, **Trust**, and a belief in their own potential.

## We Praise Behaviour Linked to Christian Values

We recognise children who show:

- **Love** in the way they treat others
- **Respect** in their words and actions
- **Friendship** in their support for classmates
- **Wisdom** in their choices
- **Trust** in their relationships
- **Endurance** in their learning

This helps children understand that character matters just as much as academic success.

## We Avoid Praise That Encourages a Fixed Mindset

We avoid phrases like:

- “You did that so quickly!”
- “You didn’t make any mistakes!”

These can unintentionally teach children that speed and perfection are what matter most. Instead, we focus on the learning journey.

## We Use Praise to Build Confidence, Not Pressure

We help children understand that they don’t need to be perfect — they just need to try their best. Our praise aims to build confidence, reduce anxiety, and help children feel safe to take risks.

## How Parents Can Support Growth Mindset at Home

Growth Mindset is most powerful when school and home work together. The language children hear, the messages they receive, and the way adults respond to mistakes all shape how they view themselves as learners. At Singleton School, we encourage parents to join us in helping children understand that their abilities can grow through effort, practice, and perseverance.

Below are simple, practical ways you can support Growth Mindset at home.

### 1. Talk About Learning, Not Just Results

Children thrive when adults show interest in *how* they learned, not just *what* they achieved. Try asking:

- “What challenged you today?”
- “What mistake helped you learn something new?”
- “What are you proud of trying?”

This reinforces the **Reflection** strand of Our **C A R E**

## 2. Use Growth Mindset Language

Children often repeat the messages they hear. You can help them reframe fixed-mindset thoughts by modelling phrases such as:

- “You can’t do it yet, but you will.”
- “Mistakes help your brain grow.”
- “Let’s think about what strategy you could try next.”
- “Effort is how we get better.”

This supports **Aspiration** and **Wisdom**.

## 3. Praise Effort, Strategies, and Perseverance

Instead of praising natural ability (“You’re so clever”), focus on the process:

- “I can see how hard you worked on that.”
- “You didn’t give up — that shows real perseverance.”
- “You tried a new strategy, and it helped you improve.”

This builds **Endurance** and confidence.

## 4. Encourage Children to Embrace Challenge

When your child says something is “too hard,” you might respond with:

- “Hard is good — it means you’re learning.”
- “Let’s break it into smaller steps.”
- “What could you try first?”

This helps children develop resilience and a positive attitude to challenge.

## 5. Share Your Own Learning Journey

Children learn a lot from seeing adults struggle, adapt, and succeed. You might say:

- “I found this tricky at first, but I kept practising.”
- “I made a mistake today — here’s what I learned from it.”
- “I asked someone for help, and it made a big difference.”

This models humility, perseverance, and the Christian Value of **Trust**.

## 6. Avoid Labels

Labels like “You’re the sporty one” or “I’m terrible at maths” can unintentionally reinforce a fixed mindset. Instead, focus on growth:

- “You’re improving because you practise.”
- “Everyone can get better at this with effort.”
- “Let’s work on this together.”

This supports **Inclusivity** and **Respect**.

## 7. Help Children Reflect on Their Behaviour and Choices

Growth Mindset isn't just about academic learning — it's about character. You can help your child reflect by asking:

- “How did your choices affect others today?”
- “What could you do differently next time?”
- “How did you show our Christian Values?”

This strengthens the **Reflection** and **Engagement** strands of Our **C A R E**

## 8. Celebrate Progress, Not Perfection

Whether it's reading, friendships, or learning a new skill, celebrate the small steps:

- “You're getting better each time.”
- “Look how much progress you've made.”
- “You kept going even when it was tough — that's brilliant.”

This builds confidence and a love of learning.

## 9. Encourage Curiosity and Questions

Ask your child:

- “What are you wondering about?”
- “What would you like to learn next?”
- “What questions do you have about this?”

Curiosity fuels **Aspiration** and helps children develop a passion for learning.

## 10. Remind Them That with God, All Things Are Possible

Our Christian vision supports Growth Mindset beautifully. You might say:

- “God made you capable of amazing things.”
- “With God's help and your effort, you can grow.”
- “Jesus teaches us to persevere and keep trying.”

This reinforces the belief that every child can flourish.

# How We Use Christian Values to Support Growth Mindset

At Singleton Church of England Primary School, our Christian Values are not simply words on a wall — they shape the way we learn, the way we treat one another, and the way we understand ourselves as children of God. These values work hand-in-hand with Growth Mindset, helping children develop resilience, confidence, compassion, and a belief that they can grow and flourish.

Our values of **Friendship, Respect, Trust, Endurance, Wisdom, and Love** provide a spiritual and moral foundation that strengthens the principles of Growth Mindset and helps children live out our vision: **“Passion for Learning... Passion for Life.”** **“With God, all things are possible.”** (Matthew 19:26)

Here is how each value supports Growth Mindset in our daily practice:

## **Love**

Love teaches children that they are valued, supported, and cared for. When children feel safe and loved, they are more willing to take risks, make mistakes, and try again. Love helps children understand that their worth is not based on perfection, but on who they are and how they grow.

## **Endurance**

Endurance is at the heart of Growth Mindset. It teaches children to:

- Keep going when learning feels difficult
- Persevere through challenges
- Try again after making mistakes

This value helps children understand that progress takes time and effort — and that perseverance is a form of strength.

## **Wisdom**

Wisdom helps children make thoughtful choices about how they learn. It encourages them to:

- Reflect on their strategies
- Learn from mistakes
- Seek guidance when needed
- Think carefully before giving up

Wisdom supports the **Reflection** and **Choices** strands of **C A R E**

## **Trust**

Trust helps children believe in themselves, in others, and in God's plan for their growth. It encourages them to:

- Trust that they can improve
- Trust that mistakes are part of learning
- Trust their teachers, friends, and families to support them

Trust builds confidence and a sense of belonging.

## **Respect**

Respect teaches children to value their own learning journey and the journeys of others. It helps them:

- Celebrate effort, not just achievement
- Listen to others' ideas
- Support classmates who are finding things difficult
- Recognise that everyone learns at a different pace

Respect strengthens collaboration and empathy.

## Friendship

Friendship encourages children to support one another, share ideas, and celebrate each other's successes. It helps them understand that learning is a shared journey. Through friendship, children learn to:

- Encourage others
- Offer help when someone is struggling
- Work together to solve problems
- Celebrate each other's progress

This value reinforces the **Engagement** strand of **C A R E**.

## Christian Values and Growth Mindset Together

When our Christian Values and Growth Mindset work together, children learn that:

- They are loved and valued
- They can grow through effort and perseverance
- Mistakes are opportunities
- They are part of a supportive community
- Their potential is God-given and limitless

This combination helps children flourish spiritually, emotionally, socially, and academically — living life to the full, just as Jesus intended.

## Assessment, Anxiety, and the Power of “Yet”

Assessments are a normal part of school life, but for many children they can also be a source of worry. At Singleton School, we understand that tests can sometimes make children feel anxious — especially when they fear letting themselves, their parents, or their teachers down. Growth Mindset helps us support children through these moments so they can approach assessments with confidence, resilience, and a healthy perspective.

We want children to understand that assessments are simply one way of showing what they know *at that moment in time* — not a measure of their worth, their intelligence, or their future potential.

### Understanding Assessment Anxiety

Children may feel anxious about assessments because they believe:

- They must get everything right
- Making mistakes means they are “not clever”
- Others expect them to perform perfectly
- Their score defines their ability

These thoughts come from a **fixed mindset**, and they can make children feel overwhelmed or afraid to try.

Our role — at school and at home — is to help children replace these thoughts with Growth Mindset beliefs that reduce pressure and build confidence.

### The Power of “Yet”

One of the most powerful Growth Mindset tools we teach is the word “**yet**.”

- “I can’t do this... **yet**.”
- “I don’t understand this... **yet**.”
- “I’m not confident with this... **yet**.”

“**Yet**” reminds children that learning is a journey. It shifts their thinking from *impossible* to *possible*, from *now* to *not yet*, and from *fear* to *hope*. It reinforces our Christian belief that with perseverance, support, and God’s love, children can grow and flourish.

## How We Support Children During Assessments

At Singleton School, we help children approach assessments with calmness and confidence by:

### 1. Focusing on Effort, Not Perfection

We remind children that what matters most is trying their best, not achieving a perfect score.

### 2. Normalising Mistakes

We explain that mistakes help teachers understand what to teach next — they are not something to fear.

### 3. Reducing Pressure

We avoid language that suggests children must “prove” themselves. Instead, we emphasise learning, growth, and progress.

### 4. Teaching Practical Strategies

Children learn breathing techniques, positive self-talk, and ways to break tasks into manageable steps.

### 5. Encouraging Reflection

After assessments, children reflect on:

- What they found challenging
- What they learned
- What they want to improve next

This links directly to the **Reflection** strand of **C A R E**

## How Parents Can Help at Home

Parents play a vital role in helping children feel calm and confident. You can support your child by saying things like:

- “We are proud of how hard you try.”
- “You don’t need to be perfect — just do your best.”
- “It’s okay to feel nervous. Let’s take it one step at a time.”
- “Whatever happens, we love you and believe in you.”

Avoiding pressure and focusing on effort helps children feel safe, supported, and ready to learn.

## A Christian Perspective on Assessment and Anxiety

Our Christian Values help children understand that:

- They are loved unconditionally
- Their worth is not based on scores
- God is with them in moments of challenge
- Perseverance and courage matter more than perfection

Jesus teaches us that we grow through challenge, not ease. Assessments are simply another opportunity for children to learn, reflect, and develop resilience.

## Helping Children See Assessments as Opportunities

With the right support, children begin to understand that assessments are:

- A chance to show what they know
- A way to identify what they need next
- A normal part of learning
- Something they can handle with confidence

And most importantly — that they can always improve, grow, and learn... **even if they're not there yet**

## Frequently Asked Questions for Parents

Parents often have questions about Growth Mindset and how it works in practice. Here are some of the most common questions we hear at Singleton School, along with clear, reassuring answers.

### 1. What exactly is a Growth Mindset?

A Growth Mindset is the belief that abilities can improve through effort, practice, and learning from mistakes. It helps children understand that they are not “born good” or “bad” at something — they can grow.

### 2. Does Growth Mindset mean my child has to be perfect?

Not at all. In fact, it’s the opposite. Growth Mindset teaches children that mistakes are a natural and important part of learning. We celebrate effort, perseverance, and progress — not perfection.

### 3. My child gets upset when they make mistakes. What can I do?

Reassure them that mistakes help their brain grow. Use phrases like:

- “Mistakes mean you’re learning.”
- “What did that mistake teach you?”
- “Let’s try a different strategy.”

This helps children feel safe to try again.

### 4. How can I help my child when they say, “I can’t do it”?

Add the word “**yet**.” Encourage them to think about what they *can* do and what they could try next. You might say:

- “You can’t do it yet, but you will.”
- “Let’s break it into smaller steps.”
- “What could you try first?”

## **5. Does Growth Mindset mean praising everything?**

No. We praise **effort, strategies, perseverance, and progress** — not empty praise. Children know when praise is genuine. We avoid labels like “clever” or “talented” and focus on the process of learning.

## **6. How does Growth Mindset link to our Christian Values?**

Our Christian Values — **Love, Trust, Friendship, Respect, Wisdom, and Endurance** — support Growth Mindset beautifully. They help children understand that they are loved, valued, and capable of growing with God’s support.

## **7. Will Growth Mindset help with assessment anxiety?**

Yes. Growth Mindset helps children understand that assessments are not about being perfect — they are about showing what they know *right now* and identifying what they need next. It reduces pressure and builds confidence.

## **8. My child gives up easily. How can I help?**

Model perseverance. Share times when you found something difficult and kept going. Encourage them to try different strategies and celebrate small steps of progress.

## **9. How can I talk to my child about school in a Growth Mindset way?**

Ask questions that focus on learning, challenge, and effort:

- “What challenged you today?”
- “What mistake helped you learn something new?”
- “What are you proud of trying?”

## **10. What if my child already does well at school?**

Growth Mindset is just as important for high-achieving children. It helps them cope with challenge, avoid perfectionism, and stay resilient when they eventually meet something difficult — which they will.

### **Examples of Growth Mindset Language for Home**

Here are some simple phrases you can use at home to reinforce Growth Mindset. These align with our CARE ethos and Christian Values and help children develop confidence, resilience, and independence.

**Instead of saying...**

**Try saying...**

### **“You’re so clever.”**

- “You worked really hard on that.”
- “Your effort really paid off.”

### **“You’re just good at this.”**

- “You’ve improved because you’ve practised.”
- “Look how much progress you’ve made.”

### **“Don’t worry, this is easy.”**

- “This might be challenging, but you can do it.”
- “Let’s try it together.”

### **“You made a mistake.”**

- “Mistakes help your brain grow.”
- “What did that mistake teach you?”

### **“You can’t do it.”**

- “You can’t do it *yet*, but you will.”
- “What could you try next?”

### **“That’s wrong.”**

- “You’re on the right track — let’s think about what to try next.”
- “Let’s look at this step again.”

### **“You’re the best!”**

- “I’m proud of the effort you put in.”
- “You kept going even when it was tough.”

### **“I’m not good at this.”**

- “You’re learning — keep going.”
- “Everyone finds things hard sometimes.”

## **Why This Language Matters**

The words children hear shape the beliefs they form about themselves. Growth Mindset language helps children understand that:

- Their abilities can grow
- Effort leads to improvement
- Mistakes are part of learning
- Challenges help them develop
- They are supported, valued, and loved

This builds resilience, confidence, and a passion for learning — helping them live life to the full, just as Jesus intended.

## Final Summary

At Singleton Church of England Primary School, we believe every child is created with unique gifts, talents, and limitless potential. Our vision — **“Passion for Learning... Passion for Life”** — guides everything we do. Through our **C A R E** ethos and Christian Values, we nurture children who are confident, resilient, compassionate, and ready to embrace the challenges and opportunities of life.

Growth Mindset is a powerful part of this journey. It helps children understand that:

- Their abilities can grow
- Mistakes help them learn
- Effort leads to improvement
- Challenges make them stronger
- They can achieve more than they ever imagined

By weaving Growth Mindset into our curriculum, our language, our learning environments, and our relationships, we help children develop the courage to try, the confidence to persevere, and the wisdom to reflect. We want every child to know that they are capable of extraordinary things — not because they must be perfect, but because they are learning, growing, and supported every step of the way.

Our Christian Values of **Love, Trust, Friendship, Respect, Wisdom, and Endurance** strengthen this message. They remind children that they are loved unconditionally, valued for who they are, and encouraged to flourish in every aspect of their lives. With God’s love and guidance, they learn that **“all things are possible”** (Matthew 19:26).

As parents and carers, you play a vital role in this journey. The language you use, the encouragement you give, and the way you respond to challenges all help shape your child’s beliefs about themselves. When school and home work together, children develop a deep sense of confidence, resilience, and hope — qualities that will stay with them for life.

Thank you for taking the time to explore Growth Mindset with us. Together, we are helping our children grow into curious, confident, compassionate learners who embrace challenge, persevere through difficulty, and celebrate the joy of learning. We are building a community where every child feels safe to take risks, proud to make progress, and inspired to “make their mark” on the world.

At Singleton School, we believe that every child can flourish — academically, socially, emotionally, spiritually, and physically. With the support of our **C A R E** ethos, our Christian Values, and our shared commitment to Growth Mindset, we are giving our children the tools they need to live life to the full.

**With God’s love, with your support, and with their own determination, our children can achieve beyond their wildest dreams.**

Hard work beats talent when talent doesn't work hard.



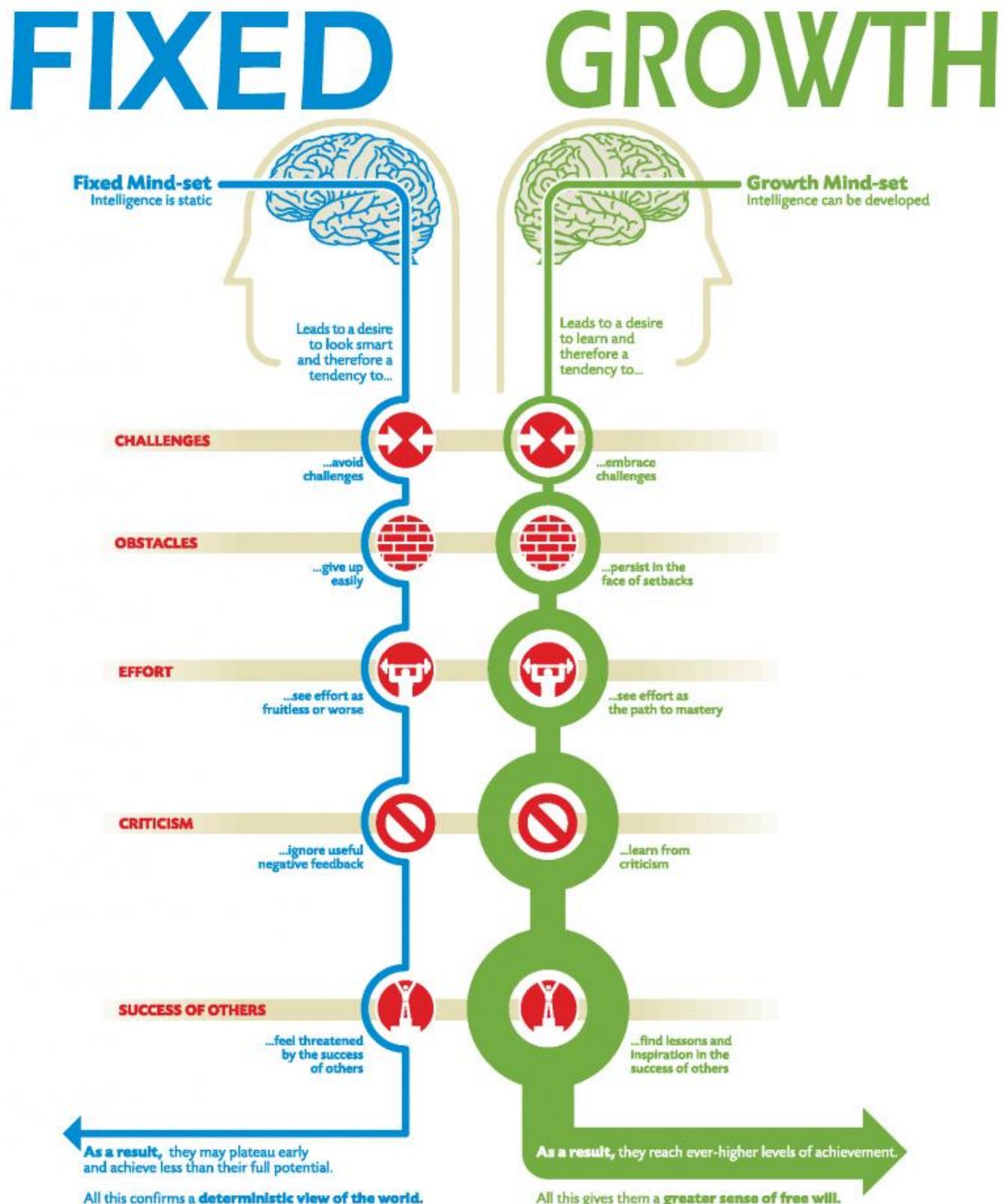
<http://www.centreforconfidence.co.uk/>

<http://mindsetonline.com/>

<http://www.mindsetworks.com>

## Other Information

Dr Carol Dweck's, "Mindset: How you can fulfil your potential" is available in most book shops and online. Chapters 1, 2, 7 and 8 are most suited to children.



## A Few Tips for Cultivating a Growth Mindset at Home.

- 1) Help children reconnect with a time when they learned something new that was a stretch or a challenge.**
  - Point out the development nature of “getting good at something” – we all go through the process of making a lot of mistakes, practicing and then getting better.
- 2) Help children get curious about mistakes.**
  - Help them reframe a mistake as new information or as a step in the process of learning. In addition, help them incorporate self-correction in their own language process.
- 3) Help children learn to hear their own fixed mind-set “voice”.**
  - Capture and, in a gentle and appropriate way, share their own statements with them. Most children are unaware of this self-talk because it has gone on so long and is subliminal.
    - That guy is brilliant; he never tries and he gets it.
    - I got it wrong again, I'll never get this.
- 4) Help children talk back to negative self-talk with a growth mindset voice (i.e. give them a language).**
  - I am willing to learn new skills to improve and I know it will be hard at times.
  - I get better and better with practice; this is hard but will get easier.
  - Practice makes permanent.
- 5) Model growth mind-set at the table.**
  - *At dinner: Tell your child about a time when you didn't know the answer to a recent question. Who did you ask for help? How did you learn the answer?*
  - *At breakfast: Ask questions about their opportunities for learning and growth in the coming day or week. What questions do they need answers to? What do they want to learn, practice and/or get better at today/this week?*
- 6) Avoid labels and give growth mind-set praise.**
  - Don't label yourself in ways that model a “fixed mind-set” (e.g. I'm a terrible cook.... I was never good at maths”.)
  - Shift your child's attention to a process that leads to outcome. (i.e. cause-effect).
  - Praise and value effort, practice, self-correction and persistence.
  - Don't shelter your child from a **failed** task. Ask “What can you learn from this experience? What could you try differently the next time?
- 7) Get curious about your child's work through questioning.**
  - How did you figure that out? What's another way you could have done that? How many times did you try before it turned out that way? What here was challenging and how did you figure it out? What do you plan to do next time?