**People with a growth mindset believe that their most basic abilities can be developed through dedication and hard work. They understand that effort is the key to success. This view creates a love of learning and a resilience that is essential for great achievement.**

**Giving Feedback – three moves (from John Hattie):**

1. **Task level** – how well tasks are performed – “You need to put more about the Treaty of Versailles.”
2. **Process level** – the process needed to understand/ perform tasks – “Try reading this more slowly.”
3. **Self-regulation level** - self monitoring, directing and regulating actions – “You know when you need full stops – check to see if they’re needed here.”

**When learners struggle**

* You haven’t got this **yet.**
* What did you do to prepare for this? Is there anything you could do to prepare differently next time?
* When you are struggling, you are learning – it’s your brain trying to make new connections.
* If it was easy you wouldn’t be learning anything
* Let’s try and break this down into steps
* It’s okay to make mistakes, provided you learn from them
* Have a go – I can always work on the mistakes with you when I see where you haven’t got it yet

**When learners progress**

* Well done – you must have worked really hard on this
* I can see how you improved this when you went back over it
* Please share one mistake that you learned from to help you improve
* You kept going when it was difficult
* You tried all kinds of different strategies to solve that problem
* Can you see how the effort you put into this paid off?
* Compare the difference in this work to what you produced earlier

**Report Writing**

|  |
| --- |
| ***Useful Phrases*** |
| ‘Shows resilience when faced with problems’ | ‘Acts upon feedback readily…’ |
| ‘Overcomes or takes on challenges’ | ‘Shows a willingness to take risks with…’ |
| ‘Learns from mistakes’ | ‘Makes an effective contribution to…’ |
| 'Focuses on the problems to be tackled’ | ‘Is highly committed to improving own learning’ |
| ‘Accepts/acts upon constructive criticism’ | ‘Tries all kinds of different strategies to solve problems’ |
| ‘Finds solutions to solving problems’ | ‘Is keen to respond to tasks’ |
| ‘Understands that effort is the key to success’ | ‘Readily engages with the challenges of …’ |
| ‘Shows persistence’ | ‘Demonstrates a desire to learn and embrace new challenges’ |
| ‘Admits and corrects mistakes’ | ‘Keeps going when things get difficult’ |
| ‘Is capable of tackling challenging tasks’ | ‘challenges himself to continue to improve’ |
| ***Words and phrases to avoid*** |
| ‘Finds tasks easy’ | ‘Intelligent’ |
| ‘Talented’ | ‘Things come naturally’ |
| ‘…learned that so quickly!’ | ‘Smart’ |
| ‘Achieves levels quickly’ | ‘Clever’ |
| ‘Natural talent’ | ‘Innate talent’ |
| ‘Gifted’ | ‘Is a very clever pupil’ |
| ‘Natural ability’ | ‘a brilliant student’ |
| **In short, linking comments explicitly to intelligence may be counter-productive in the long term.** |
| **DIRECT REPLACEMENTS**  |
| ***Instead of…*** | ***...try:*** |
| “You are a talented student” | “You have a keen interest in this subject” |
| “You learn quickly” | “You find solutions to solving problems and you are keen to respond to tasks” |
| “You find learning easy” | “You put in the effort so that you can acquire the necessary learning” |
| “You did really well” | “You made excellent progress because of the hard work that you put in” |
| “You have a natural gift” | “You put considerable effort into demonstrating what you know about the subject whilst being eager to discover more” |
| “You are a brilliant student” | “You have demonstrated real skill in the application of learning” *Or*“You have grasped some complex ideas and you are able to articulate them effectively” |
| ***Remember Dweck:*** *Give praise for taking initiative, seeing a difficult task through, for struggling and learning something new, for being undaunted by a setback, or for being open to and acting on criticism.* |
| **Key words:** Effort, perseverance, resilience, tenacity, independent, enquiring, hardworking, conscientious, autonomous. |