

Welcome!

- Growth Mindset
- How can I support my child's learning at home? Reading, Writing and Maths
- Religious Education
- Meet the Governors



Growth Mindset



St Michael Catholic Primary School working in partnership with parents

Fixed mindset or growth mindset?

Professor Dweck identifies two distinct types of mindset:

Fixed mindset

Growth mindset

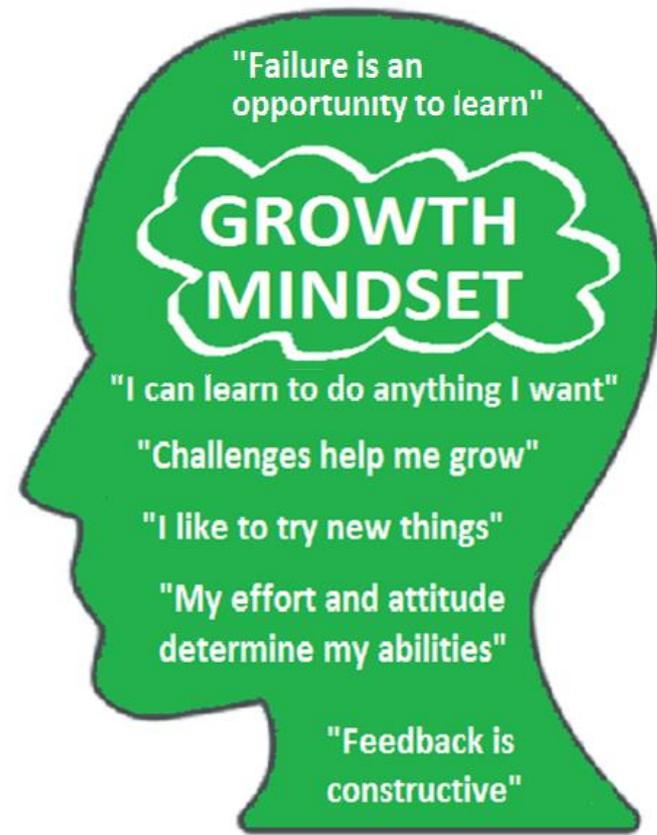


Whilst one of these mindsets may be more dominant than the other, they may also change depending on what we are doing and what we are learning.

So, what are fixed and growth mindsets?



I feel threatened by the success of others
I like to be told I'm clever



I am inspired by the success of others
I like to be told I work hard

Our school mindset...

Believe
Excel
Strive
Together

We believe that **everyone** can get better...
when they put in the **effort** and work hard



Does our feedback encourage a fixed or a growth mindset?

I like the way you tried to work that out. Your answer is very close – try again!

Wow! You scored 90% in your test. You are so clever!

I am amazed that you have finished the task already – you are such a fast worker!

I am impressed by how hard you have tried to work this out.

Well done on your maths test, you have learnt from the feedback I gave you last week and have improved.

Good, you persevered and did well with your subtractions.

I enjoyed marking your work, you got all the questions right! You're a born mathematician!

Fixed mindset praise

I am amazed that you have finished the task already – you are such a fast worker!

Wow! You scored 90% in your test. You are so clever!

I enjoyed marking your work, you got all the questions right! You're a born mathematician!

“It has become a common practise to praise children for their performance on easy tasks, to tell them they are smart when they do something quickly and perfectly. When we do this we are not teaching them to welcome challenge and learn from errors. We are teaching them that easy success means that they are intelligent and, by implication, that errors and effort mean that they are not.”

Carol Dweck

Growth mindset praise

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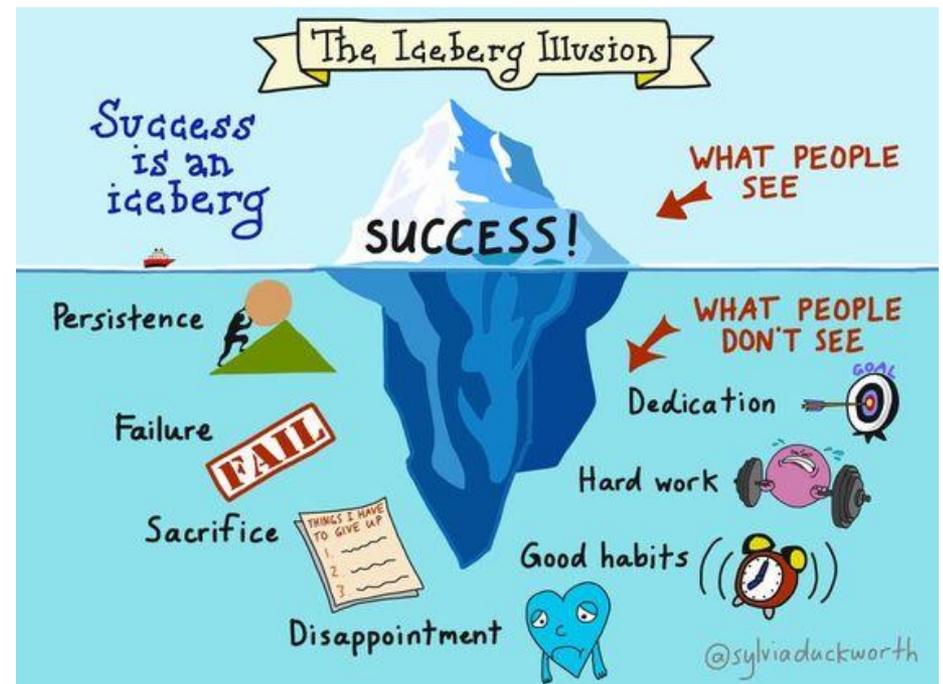
I am impressed by how hard you have tried to work this out.

“Children who are praised for their intelligence learn to value performance, while children praised for effort and hard work value opportunities to learn.”

Carol Dweck

Key messages for children

- concentrate
- don't give up
- be cooperative
- be curious
- have a go
- use your imagination
- keep improving
- enjoy learning



How are we cultivating a growth mindset attitude at school?

- Ensuring the whole school is involved: pupils, staff, governors and parents
- Teaching the children the benefits of a growth mindset
- Teaching the children about the brain and how practising creates strengthened neural pathways and helps learning
- Using feedback and praise that promote growth mindset
- Valuing mistakes as opportunities to learn
- Encouraging resilience and trying new strategies
- Encouraging collaborative learning
- Using the word “yet” to turn fixed mindsets into growth mindsets
- Giving clear and inspirational examples of others who have used growth mindset thinking to achieve their goals
- Modelling growth mindset thinking and language
- Challenging fixed mindset attitudes
- Promoting growth mindset through assemblies, displays, stories etc.,

How to promote a growth mindset at home

- Encourage your child to be inquisitive, to experiment and to use their imagination.
- Give them activities that stretch their thinking, such as maths puzzles
- Praise their hard work and tenacity rather than the marks they get.
- Make it clear that being hard-working and wanting to learn is cool.
- Celebrate mistakes as learning opportunities.
- Encourage resilience – have another go, try a new strategy, etc.
- Show an interest in your child's work through questioning
e.g. *How did you work that out? How else could you work that out?*

How to support my child's learning at home?

General advice



- Set up a routine and stick to it! Try to involve your child in deciding the timetable.
- Have a quiet homework area: good lighting, no distractions, equipment in reach. Music can help some children.
- Don't work on an empty stomach.
- Don't give your children the answers so they can finish.
- Use the methods children have been shown by their teacher not necessarily the methods you were taught – let them teach you!
- Don't pass on your own insecurities!
- Try to avoid homework becoming a chore.

Years 3&4: Reading



During year 3&4, children are expected to:

- read for understanding rather than on decoding individual words, focusing on comprehension.
- develop their understanding and enjoyment of a range of texts, e.g stories, poetry, plays and non-fiction, and learn to read silently by the time they reach Year 4.
- give opinions about what they read: with support at the start of year 3 and increasingly independently by the end of year 4. **Encourage the children to use their reading records for this.**
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- draw inferences such as inferring characters' feelings and thoughts and justify with evidence.
- discuss words and phrases that capture the reader's interest and imagination.
- predict what might happen based on what they have read.

Years 3&4: Reading



How can you support learning at home?

- Children should be reading every day and become a part of their daily routine at school and at home.
- When reading with your children, as well as focusing on fluent reading, ask some comprehension questions to ensure your children understand what they are reading.
Top tips inside reading record.
- Go to the local library if possible to encourage children to be excited about reading and become independent readers. Look for books on topics that you know your child is interested in - maybe dragons, insects, cookery or a certain sport.
- First news is a child-friendly newspaper available at some supermarkets or online and can be a great way to encourage children to read some non-fiction text.
- Encourage children to use a dictionary to check unknown or unfamiliar vocabulary.

Years 3&4: Writing



By the end of Year 3, children are expected to:

- Plan their writing by discussing and recording ideas, including rehearsing sentences orally
- Begin to organise their writing into paragraphs
- Extend sentences using and, but, so, when, because
- Use exclamation marks, question marks and speech marks
- To begin to evaluate and edit their own and others' writing
- To form and join most letters correctly and consistently, ensuring it is legible

By the end of Year 4, children are expected to:

- Draft and write by organising paragraphs around a theme
- Extend sentences using if, although, even though, despite, however
- Develop their writing by using fronted adverbials and commas after fronted adverbials
- To evaluate and edit their own and others' writing effectively

Years 3&4: Writing



How can you support learning at home?

- Encourage your child to write, e.g. a letter/postcard, diary entry, comic strip, story, non-fiction fact file (different styles of writing)
- Review their own work to make improvements including editing for punctuation and spelling errors
- Encourage the use of a dictionary and thesaurus to support their spelling, understanding and variety of word choices.
- Discuss choices of vocabulary e.g. 'went' and 'said' can be replaced with more interesting words such 'raced' or 'yelled'
- Support your child with their weekly spelling test as well as learning to spell words from the National Curriculum word lists

Years 3&4: Maths



By the end of Year 3, children are expected to:

- Recall multiplication and division facts from the 3, 4 and 8 times tables (as well as facts from the 2, 5 and 10 times tables from Year 1 and 2).
- Estimate, add and subtract 3 digit numbers mentally, as well as using formal written methods.
- Begin to add and subtract amounts of money to give change.
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.

By the end of year 4, children are expected to:

- Recall multiplication and division facts for multiplication tables up to 12 x 12.
- Estimate, add and subtract 4 digit numbers mentally, as well as using formal written methods.
- Convert between different units of measure (E.g. kilometre to metre).
- Confidently add and subtract amounts of money to give change.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.

Addition & Subtraction:

$$\begin{array}{r} \text{HTO} \\ 141 \\ + 128 \\ \hline 269 \end{array}$$

$$\begin{array}{r} \text{HTO} \\ 789 \\ + 642 \\ \hline 1431 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 148 \\ - 121 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 6 \quad 11 \quad 1 \\ 7 \overline{) 23} \\ - 367 \\ \hline 356 \end{array}$$



Multiplication:

$$\begin{array}{r|l|l} \times & 10 & 3 \\ \hline 4 & 40 & 12 \\ \hline \end{array}$$

$40 + 12 = 52$

$$\begin{array}{r} 13 \\ \times 4 \\ \hline 52 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 133 \\ \times 4 \\ \hline 532 \\ \hline 11 \end{array}$$

Years 3&4: Maths



How can you support learning at home?

- Practise mental calculations for addition and subtraction; times tables and the division facts.
- Encourage children to tell the time using an analogue clock/watch in everyday life.
- Problem solving - any opportunity to ask maths based questions e.g. if you start playing mine craft at 7'oclock and you need to get ready for bed at half 7, how long do you have to play?
- Open up a dialogue about maths using your surroundings.
- Discuss the homework with your child if possible.
- Useful websites and apps to download (be aware that some of them are American) <http://www.st-michaels.surrey.sch.uk/> www.sumdog.com
- <http://nrich.maths.org/frontpage> <http://www.bbc.co.uk/bitesize/ks2/maths/>
Calculation policy is now available on the school website.



What can you do to help support your child/children in Religious Education?

- Read the Background notes provided the week before a new topic starts.
- Complete the activities suggested in the RE curriculum newsletter sent out at the beginning of each term.
- Help with homework-encourage best work
- Pray together
- Read the Wednesday Word, discuss and complete the activities together
- Ask your child what is the Gospel message this week in school
- Experience different liturgy together as well as Sunday Mass
- Learn the prayers allocated for your year group

- Homework in the RE homework books-4 weekly cycle running parallel with the programme of work covered. Week 1 is linked with the first lesson of the topic, weeks two and three may be prayers or traditions e.g. Stations of the cross, Gospel work and week 4 will be a big question on the next topic to promote thinking and aid discussion on it.

