



Embed confidence; fuel ambition.

Target Setting Evening

Year 10

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Aims

- Share the research into Growth Mindset and the approach the school has taken to embed this philosophy.
- Provide information about 'Estimated Grades' and how these are generated for each child.
- Provide an opportunity for discussion and engagement with your child's specific estimates and the targets they may wish to set themselves.



Why do some people succeed when other don't?

In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that's that, and then their goal becomes to look smart all the time and never look dumb.

..

In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don't necessarily think everyone's the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.

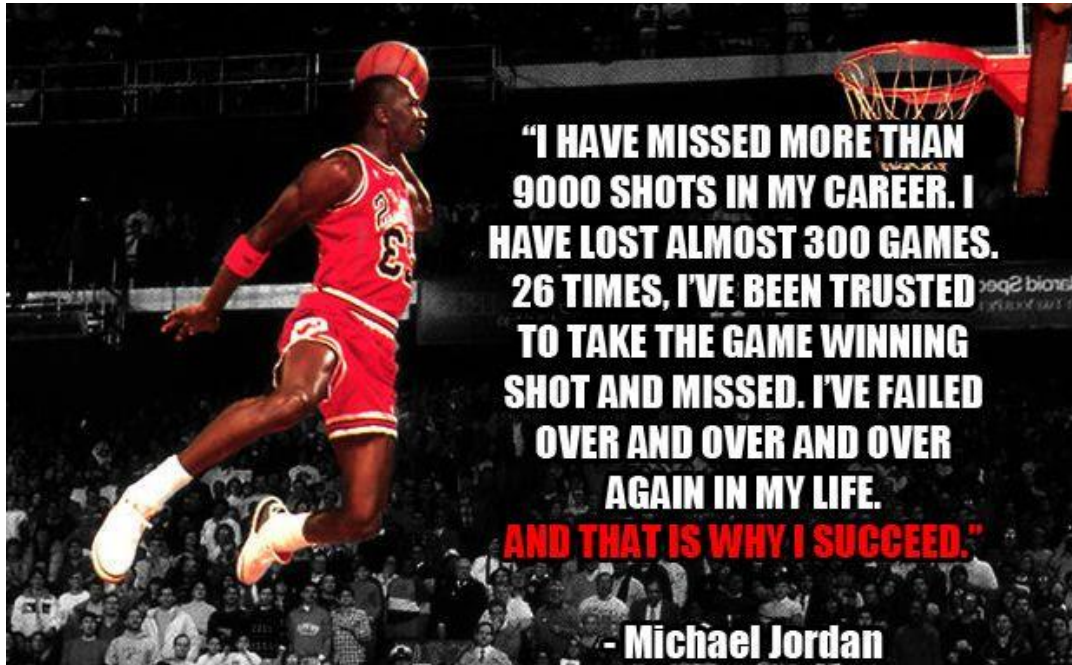
Carol Dweck
Stanford University



Are people born smart?



Which mindset?



Mindset Rules

Rule Number 1

- Fixed Mindset – ‘look intelligent at all costs’
- Growth Mindset – ‘learn, learn, learn’

Rule Number 2

- Fixed Mindset – ‘it should come naturally’
- Growth Mindset – ‘work hard, effort is the key’

Rule Number 3

- Fixed Mindset – ‘hide mistakes, conceal difficulties’
- Growth Mindset – ‘capitalise on mistakes, confront difficulties’

Lasting change

- Dweck suggests that we need to present young people with information on the brain and its huge potential. Including how the brain learns.
- Praise for strategies, effort and processes rather than for intelligence or ability.
- Positive stories provide people with role models of those individuals who have succeeded because of a growth mindset.
- Writing about your growth mindset experiences, in order to convince others, will deepen your own growth mindset.



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So what does it mean for us?



What school is doing?

- Educate students about the structure of the brain and how they learn
- Share motivational stories
- Provide feedback through marking that focuses on next steps and praises effort and process. The Power of **YET**.
- Reward 7Cs rather than attainment
- PINS feedback through marking
- 15 minute resilience time

The target setting challenge

How do we work with students to ensure that the targets they set are motivational, achievable and inspire a sense of confidence and control over learning?



What does the research say?

Motivational theories

Of the several theoretical perspectives most often used in motivation research, achievement goal theory is, as the name indicates, most directly applicable to goal-setting. “Achievement goal theory posits that students’ academic motivation can be understood as attempts to achieve goals,” writes Seifert (2004, p. 142). Goal theorists generally break down education goals into two groups: “mastery” (or “learning”) goals and “performance” goals. Mastery goals involve demonstrating increased understanding, skills, and content knowledge. Performance goals, on the other hand, involve reaching a pre-defined performance level or outperforming others. Researchers have consistently found that students who have a mastery goal mindset exhibit deeper cognitive processes, strategize more effectively, and are more adaptable to challenges. Performance-oriented students show more adverse reactions to failure, see less of a link between effort and outcome, and focus more on their performance relative to the performance of others (Pintrich, 2003; Seifert, 2004). Thus, mastery goals are more effective and desirable from a psychological viewpoint. The same student can have different mindsets and goals in different contexts, however; he or she may have a mastery orientation in one situation and a performance

So, how do we set meaningful performance goals?

Goals in general

Whatever the specific goal, it is more likely to be motivating if it has the following characteristics:

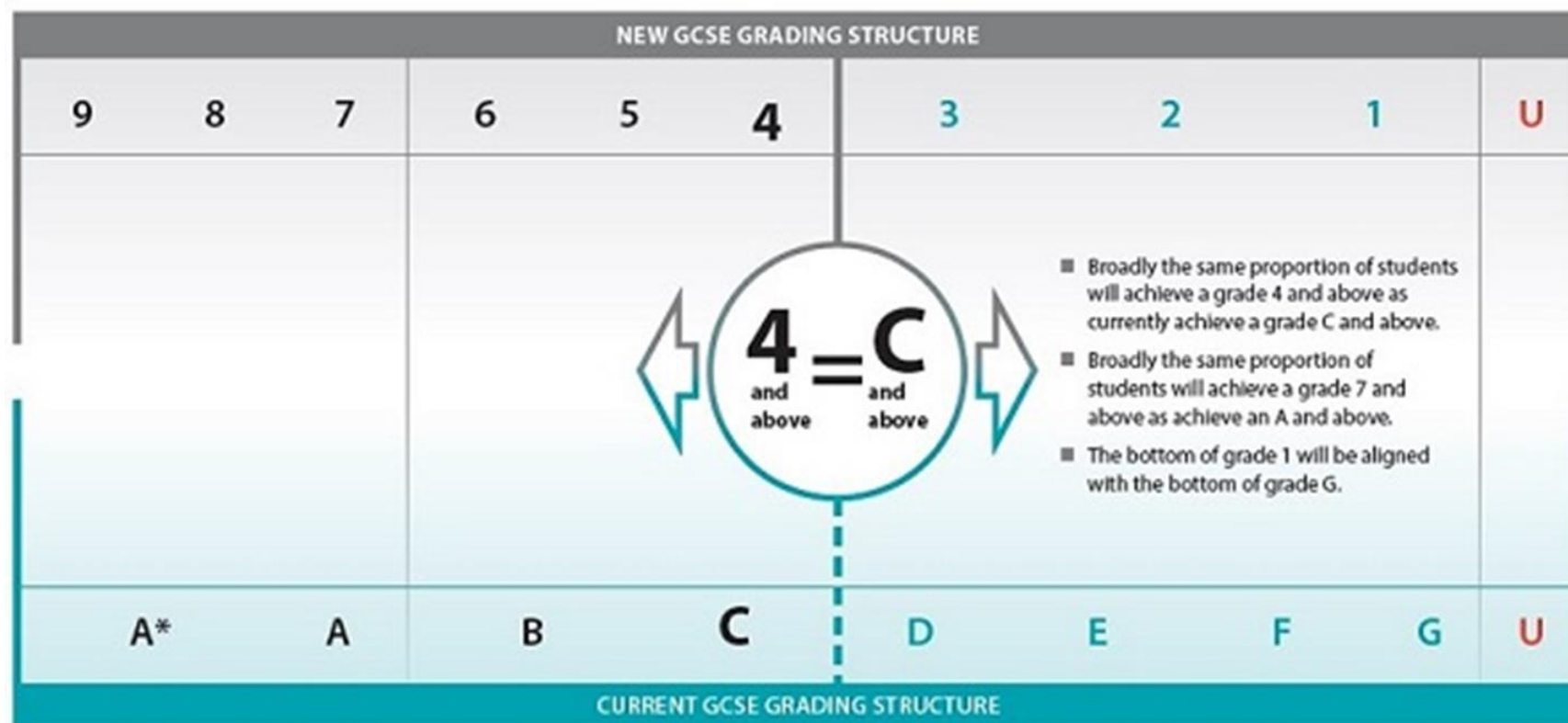
- The goal is realistic and attainable, yet challenging. The goal is desirable and education-dependent.
- The goal is suggested, or at least embraced, by the student, and the student can see a clear path for attaining it. It also helps if the goal is supported by people important to the student.
- Goals can be tailored to recognize that different students may need different types of goals, based on their mindsets and motivational styles.
- Mastery-based goals, which involve demonstrating increased understanding, skills, and content knowledge, are preferable to performance-based goals, which involve reaching a pre-defined level of performance or outperforming others.

By the same token, goals can actually undermine motivation if they are too difficult, or if students feel a goal has been imposed on them or that failing to meet it would have dire consequences.

Target setting to support a Growth Mindset

- Students need to personalise the targets for themselves (with your help). But we support with the following guidance:
 - 'Estimates' based on 'similar' students
 - Predicted grades
 - Conversation

New GCSE grading system



Where our estimated grades come from?

1. Students who have Key Stage 2 Data:

National Estimates, based on the progress/performance of all students in the UK in August 2017.

2. Students without KS2 data:

CATs predictions, which are based on 250,000 students progress/performance from their initial CATs.

Using estimates to set their own targets

How are they currently doing?
 How motivated to succeed are they?
 What will it take to improve their grade?
Be aspirational and realistic

Subject	% scoring lower grade nationally	Typical National Grade	% scoring higher grade nationally	Predicted Grade DCI	Student Target Grade
Art	29	6	45	6	
English Language	26	6	50	5	
English Language	30	6	47	6	
Geography	22	6	46	6	
Maths	21	6	49	7	
MFL Spanish	48	7	29	6	
PE GCSE	33	6	39	7	
Science Combined	41	6	39	6	

Next steps

- Discuss the targets with your child, talk about how they have approached their GCSEs so far, celebrate what is working.
- Next week teachers will be talking to students about the targets they want to set.
- Friday 8 February target setting deadline, sheets handed in.
- Targets collected from students and used to track and monitor progress at next data collection point.

If anything at all concerns about the process or discussions you have with your child please let us know.

Solving problems now will lead to a successful 18 months.