

**Year 6 SATs Meeting 4**  
**Supporting your child's wellbeing**

**27<sup>th</sup> March 2019**



'Life is not about how fast you run or how high you climb but how well you bounce.'

Vivian Komori



Building resilience is about supporting and enabling children to cope better with what life throws at them.

Resilience protects against mental health problems and enables effective life-long learning.



# How will we help?

Registration times

Extra lessons

Practice tests

Free breakfast for each child in Year 6 between 8.00am – 8:30am on the days of the tests

Encouragement and pastoral support



# Special arrangements

Some children will have readers for the GPS test or will be out with Learning Support Assistants so they are able to concentrate.

We are allowed to read the questions in the GPS test if the children ask.

Some children may be given extra time or rest breaks.



Believe that talents can be developed and great abilities can be built over time.

View mistakes as an opportunity to develop

Resilient

Believe that effort creates success

Think about how they learn

## Growth Mind-Set

Believe that talent alone creates success

Reluctant to take on challenges

Prefer to stay in their comfort zone

Are fearful of making mistakes

Think it is important to 'look' smart in front of others

## Fixed Mind-Set

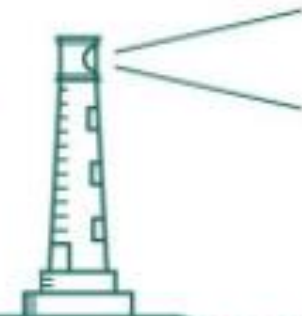
Believe that talents and abilities are set in stone, you either have them or you don't.

Well behaved pupils

Higher Attaining Pupils

Hard Working Pupils

Lower Attaining Pupils



# Creating a 'Growth Mindset' Environment

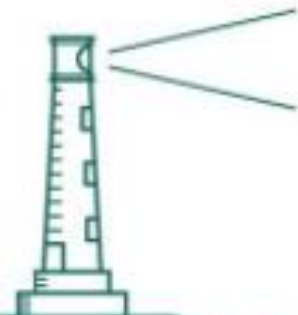
Create a 'risk-free' learning environment

- Where children are willing to

- \* Learn
- \* Risk making mistakes
- \* Push themselves
- \* Take on challenge

Where you communicate confidence in the child's "ability" to rise to the learning challenge, not just for SATs but also in the future

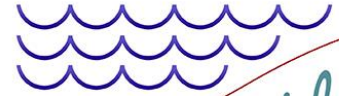
Where you can encourage your child to self-assess their own learning and effort



## The language we use and its impact on children

When similar children were given fixed mindset praise (“you did that really well; you are so clever at doing puzzles!”) or growth mindset praise (“you did that really well; you must have tried really hard!”) it dramatically reduced or improved their ability to progress onto harder puzzles.





# The best kind of praise...

- is sincere
- is well-deserved
- is relevant
- is linked to learning, rather than achievement
- is accompanied by constructive criticism
- is consistent





It was great how you tried lots of different strategies to get the answers.

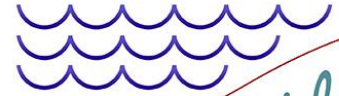
You must have put a lot of time and effort into this work.  
Good job!

## Growth Mindset Praise

Look at how much better your second attempt was – well done!

You stuck at this really well and didn't give up. Super effort!





# So what can you do?

- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them. Contact school at any point.
- Try not to project your own anxieties or views on the SATs
- If you don't believe in SATs, or do not think your child should be doing them, then neither will they.





Plenty of sleep



Breakfast either at home or school

TALK WORKS



Exercise



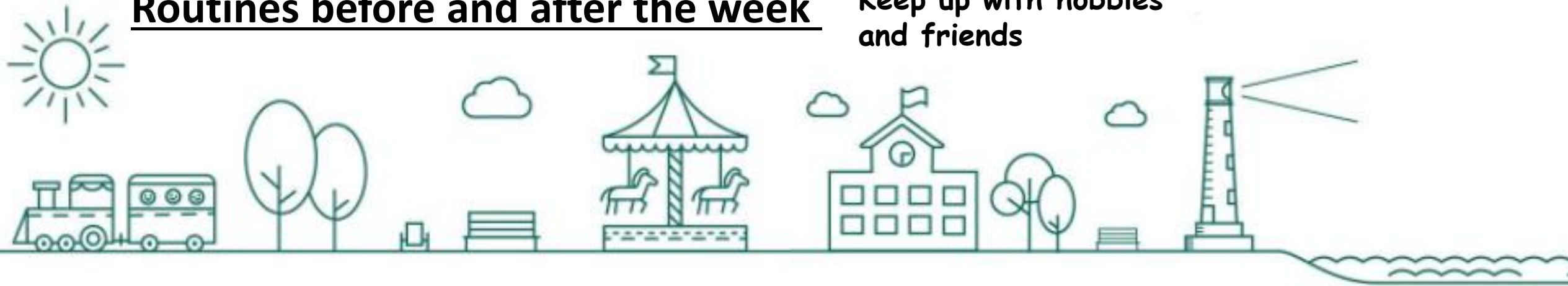
Switch off screens



Keep up with hobbies and friends



Routines before and after the week





[www.nophonezone.co.uk](http://www.nophonezone.co.uk)

Dr. Martin Lee, Consultant rheumatologist at the Freeman hospital in Newcastle.

Martin has a specialist interest in Young Adult and Adolescent care and through his research and his no phone zone campaign has uncovered some shocking statistics to name just a few:

- Almost half of 11-18 year olds wake up at least once a night to check their phone
- Almost a quarter of these check their phone more than 10 times per night
- Two thirds of students say that using their mobile devices at night affects their school work
- One quarter of students say they feel tired during the day because of how often they use their mobile phone at night
- Fear Of Missing Out (FOMO) creates anxiety and is associated with increased hormone release, the same hormone involved in addiction disorders.



# Remember....

- SATs focus on what they know about Maths and English
- They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.
- SATs results don't always tell the whole story
- SATs last for one week. In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.
- Challenge is good.
- We learn from mistakes.
- Praise effort.



# What should I do if I'm worried about my child?

MONKSEATON



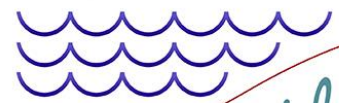
It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs should not:

- affect a child's appetite
- affect a child's ability to sleep
- alter a child's personality
- induce panic, tears or disengagement from lessons
- be a reason not to attend school

If any of the above are evident, then SATs may be causing an excessive degree of anxiety, and your child may benefit from additional support. This isn't about removing the reality of SATs, but rather equipping your 10 or 11 year old child to cope with the situation and be stronger for it.





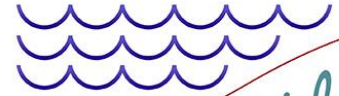
## Steps to take...

- Contact your child's form tutor or Miss Devine
- Spend time with your child
- Try to understand what aspect of SATs concerns them most.
- Is it the worry of 'failing'?
- Is it the worry of getting stuck on a paper?
- If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.



# Questions?

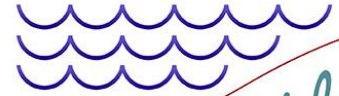
MONKSEATON



*Middle*  
SCHOOL







## On line

If looking at other sources e.g. Revision guides or websites:  
Look for New National Curriculum or 2016 SATs.



# Websites

<http://www.bbc.co.uk/bitesize/ks2/english/>

Packed with activities and questions.  
Focus on **reading** and the **Grammar** and **Spelling**

<http://sats.highamstjohns.com/LiteracyRevision.html>

This site offers English tests for several different genre with **reading** comprehension questions

<http://resources.woodlands-junior.kent.sch.uk/revision/engindex.html>

This has **reading** comprehension tests as well as very useful **grammar** and **spelling** games and activities

<http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>

**Spelling:** This is a fantastic online look, cover, write check tool that lets you modify the lists and put in your own words.

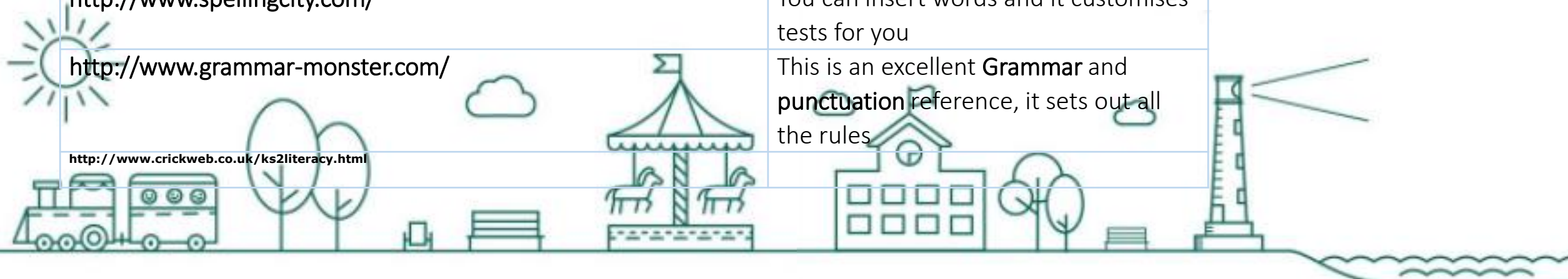
<http://www.spellingcity.com/>

You can insert words and it customises tests for you

<http://www.grammar-monster.com/>

This is an excellent **Grammar** and **punctuation** reference, it sets out all the rules

<http://www.crickweb.co.uk/ks2literacy.html>



# So, what is a 'growth mindset'?

## Changing Our Mindset

Carol Dweck, world-renowned Stanford University psychologist, talks about the power of our mindset or our beliefs (especially around challenge). We can either have a Fixed Mindset where we let failure (or even success) define who we are, or a Growth Mindset where we see setbacks as opportunities to grow and improve ourselves. Just like how we learned how to walk... there are many stumbles along the way, but to reach our potential and live the life we desire, it takes practice and perseverance. We always have a choice about which view we adopt for ourselves... and it's never too late to change. What's your view?

*It's up to you!*



### FIXED MINDSET

Belief that my intelligence, personality and character are carved in stone; my potential is determined at birth



### GROWTH MINDSET

Belief that my intelligence, personality and character can be developed! A person's true potential is unknown (and unknowable).

	FIXED MINDSET	GROWTH MINDSET
<b>DESIRE</b>	Look smart in every situation and prove myself over and over again. Never fail!!	Stretch myself, take risks and learn. Bring on the challenges!
<b>EVALUATION OF SITUATIONS</b>	Will I succeed or fail? Will I look smart or dumb?	Will this allow me to grow? Will this help me overcome some of my challenges?
<b>DEALING WITH SETBACKS</b>	"I'm a failure" (identity) "I'm an idiot"	"I failed" (action) "I'll try harder next time"
<b>CHALLENGES</b>	Avoid challenges, get defensive or give up easily.	Embrace challenges, persist in the face of setbacks.
<b>EFFORT</b>	Why bother? It's not going to change anything.	Growth and learning require effort.
<b>CRITICISM</b>	Ignore constructive criticism.	Learn from criticism. How can I improve?
<b>SUCCESS OF OTHERS</b>	Feel threatened by the success of others. If you succeed, then I fail.	Finds lessons & inspiration in other people's success.
<b>RESULT...</b>	Plateau early, achieve less than my full potential.	Reach ever-higher levels of achievement.