

## Re-sitting GCSE Maths; do growth mind set messages make a difference?

### Key Findings

Students liked maths more and are more likely to look forward to a maths lesson when there is a focus on growth mindsets.

They were also less likely to be frightened of maths (though, as with all the findings, significant numbers of students were still afraid and did not look forward to maths classes).

Students do not like making mistakes, even when this is emphasised as key to 'growth'.

Students are more likely to feel that they understood what their calculations meant when there is a focus on growth mindsets. However, there is no significant change in how students feel about persevering in maths.



The  
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**Re-sitting GCSE Maths; do growth mind-set messages make a difference?**

Action research by two teachers into the impact of growth-mind set messages on mathematical attitudes and self efficacy of GCSE re-sit students.

Sarah Richards and Jason Crouch

The views and opinions expressed in the report, as well as any errors, are those of the authors and do not necessarily represent those of Abingdon and Witney College, emCETT or the Education and Training Foundation.

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**Patience**  
Believing-in-myself  
Time-management Right-state-of-mind  
Working-hard Time-keeping Patient  
**Confidence**  
Communication Intelligence  
Open-mind Practice  
Brave Responsible  
**Persistence**  
Inspiration Punctuality Drive  
Ambitious Charisma  
Taking-time-to-understand **Teamwork**  
Motivation  
**Perseverance**  
**Leadership**  
**Tolerance**

### Recommendations

For learners with the highest levels of maths anxiety, early interventions could 'make all the difference'.

It is vital that we identify tasks that are at the right level of challenge and complexity at the start of the year to give learners early experiences of success.

We need to help learners with more strategies for getting 'unstuck' and think of ways that we can nurture perseverance.

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