

PERSONALISED LEARNING POLICY

Introduction

A principal aim of our school is to give every child the chance to achieve their full potential. To this end, the school uses different grouping strategies and teachers use the outcomes of both formative and summative assessment to plan for differentiation and personalisation. We use blended learning techniques using digital equipment to enable pupils to benefit from personal learning plans made for them by their teachers. We also use online programmes that identify individual pupils' needs and tailor their learning accordingly. The purpose of this policy for personalised learning is to draw together best practice and to strengthen our ability to use, in our decision-making, the learning needs and talents of all our young people. The policy will have tangible benefits for pupils, their parents and carers and for teachers and support staff.

'Education is not something that is done to pupils: it is what happens as a result of what the learner does.'

Objectives and targets

For pupils this policy will ensure:

- Pupils are empowered to be partners in their learning.
- All adults working with children share with them responsibility for the design of their learning.
- The independent learning evidenced in early years is developed throughout the ensuing key stages.
- Pupils are supported to understand how they learn and are encouraged to use learning styles appropriate to their development and suited to the task in hand.
- Pupils are made aware of their individual needs and are informed of what they need to do to move forward with their learning. The school progressively extends its provision of digital technology and artificial intelligence in order to provide individual support for pupils whatever their talent or need.
- Pupils are fully supported in addressing their needs in school and effective communication is used to extend this support through the family and the community.
- Small groups and interventions are provided, as necessary, to help all pupils maintain the expected progress. If, however, pupils fall behind in their learning, they are given help to identify their weaknesses, and we use a variety of methods, including blended learning and 1:1 interventions, to improve and to help them get back on track as quickly as possible.
- Every effort is made to demonstrate how school values all its learners in order that pupils learn in a mutually supportive environment and develop:
 - Respect for others.
 - Self-esteem.
 - Skills for collaboration.

For parents and carers this policy will ensure:

- Parents as partners are embedded within the culture of our school.
- Parents receive regular updates to clarify what their child can currently do, how they progress and what help can be given at home, including through digital learning.
- Parents are involved in engaging with their child's learning and in planning their future education, particularly if a blended learning approach is used.
- Parents are confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Parents have the opportunity to play a more active role in school life and know their contributions are valued.

For teachers and support staff this policy will ensure:

- All staff members have high expectations of every learner and help them develop confidence and skills to succeed.
- Staff members have access to and are able to interpret data on each pupil to inform teaching and learning. This will be reflected in more fine-tuned assessments and lesson planning.
- Staff members are able to share and exchange information about best practice among their colleagues resulting in opportunities to develop a wider repertoire of teaching strategies.
- Staff members participate in high quality professional development working with other professionals to develop their skills in understanding the learning needs of pupils and how best to meet those needs.
- Staff members benefit from a more holistic approach to tailoring educational provision for all pupils, particularly in the context of digital learning.

For the school as a whole this policy will ensure:

- We develop our resources, curriculum and organisation around the needs of our learners.
- We embed within all our working practices the understanding that every child comes with a different knowledge base and skill set as well as varying attitudes and aspirations.
- We demonstrate a determination for every young person's needs to be assessed and their talents developed through a variety of teaching strategies, including the use of digital technology.
- We have confidence to innovate and develop approaches to personalised learning, such as the use of artificial intelligence (AI), to meet the diverse needs of our pupils.
- That personalised learning is central to our school improvement strategy and at the heart of our vision for transforming teaching and learning.

Action plan

In our school, the starting point for delivering personalised learning is the expertise and professionalism of our entire school team. As a team we recognise seven key components that can help us deepen and extend personalisation of education in our school. These are:

- Effective teaching and learning.
- Effective use of digital technology.
- Curriculum entitlement.
- The principles of assessment for learning.
- School organisation.
- School partnerships.
- The National Tutoring programme.

Effective teaching and learning

We use self-evaluation, peer support and performance management to develop and disseminate effective teaching and learning strategies that develop the competence and confidence of all our learners by actively engaging and stretching them.

We focus on teaching skills, subject specialisms and the management of the learning experience as part of our on-going professional development.

We are committed to empowering pupils to understand themselves as learners and to take greater control of and responsibility for their learning. Our strategy for empowerment includes opportunities for learners to transfer and apply different learning approaches to different subjects and contexts and the development of language to talk about learning.

Effective use of digital technology

The increased use of technology that responds to the needs of individual students will enhance pupils' ability to be in control of their learning.

It will be possible increasingly to personalise online programmes and use AI to support individual pupils.

The use of blended learning techniques enable us to combine formal classroom teaching and assessment for learning (AfL) with a range of personalised digital learning systems whereby we can deliver different content to different children based on attainment.

Each pupil can also be given different homework depending on current need or performance.

Curriculum entitlement and choice

We are committed to developing a curriculum that at the same time covers all national curriculum programmes of study yet still is sufficiently flexible to capitalise on the outcomes of tracking, intervention and tuition.

To this end we:

- Explore learning-focused (as well as content-focused) opportunities to make learning as 'real' as possible.
- As well as single subject-specific teaching, give pupils the opportunity to explore cross curricular and project-based approaches, especially in PSHE.
- Ensure the curriculum supports skill development and understanding as well as knowledge acquisition.
- Use digital technology and AI to help pupils manage their own learning and to develop the capacity to be lifelong learners.
- Within the framework of the national curriculum requirements, involve pupils with their teachers in designing curriculum models and modules.

Assessment for learning (AFL)

We are committed to using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. Our practice is to make effective use of a range of evidence to:

- Drive up individual attainment.
- Develop the understanding between teachers and pupils on what they need to improve.
- Secure agreement on the steps to be taken to promote sound learning and progress.

School organisation

We adopt an open, creative and student-centred approach to school organisation to support high quality teaching and learning and to ensure pupil performance and welfare are mutually supportive.

To sustain this learning culture we:

- Make effective use of the opportunities presented by imaginative use of PPA time and staff deployment.
- Use digital technology increasingly widely.
- Project the school as a learning community in which all learners feel safe and secure and can flourish as individuals.
- Make use of effective and supportive grouping strategies that staff, pupils and parents are comfortable with.
- Integrate the concepts of blended learning and flexible school hours into our culture where appropriate.

School partnerships

We co-operate and work constructively with whichever agencies are in a position to support learning and learner wellbeing.

Building partnerships includes:

- Partnerships with other schools.
- Extended school provision.
- Home-school partnership.
- Community partnership.
- Multi-agency support.
- Effective pastoral care.
- Celebrating successes and overcoming challenges and problems.

The National Tutoring Programme. (NTP)

In 2021/22 and now in 2022/23 the school is receiving additional funding from the government to provide catch-up learning for pupils who have been particularly affected by school closures during the recent pandemic. We have the option of using academic mentors, tuition partners or school-led tutoring to provide this subsidised tuition to individual pupils or to very small groups (effectively personalised learning). We have decided to use tuition partners who are recruited by an external tutoring organisation (Tribal) that is quality assured by the DfE.

Monitoring and evaluation

The efficacy of our arrangements for personalised learning will be scrutinised and reported on in the following ways.

Pupils

- By regular surveys of learner perceptions at class level.
- By termly focus group meetings between our lead professional for personalised learning and representatives of the pupils in school.
- Through meetings of the school council.

Staff

- By regular collection of pupil data and using that data to record achievement and progress made.
- By review at departmental/teaching team meetings each half term.
- By review at staff meetings each term.
- From reports from tutors delivering the NTP

Parents/carers

- By completion of pro-forma at parent consultation events each year.
- By interview with our lead professional for personalised learning.

Governors

- The outcomes of our monitoring and evaluations will be fed into reports to governors at scheduled meetings.

- At least once each year our lead professional for personalised learning will prepare and present an overview to governors involving pupils, and where possible, parents/carers.