

## **Our Approach to Personalised Learning**

### **Open Evening April 08**

Initially the government started talking about personalised learning as merely being...  
"A system that should focus on the needs of the individual child with intensive small group tuition in literacy and numeracy for those falling behind and extra stretch for the gifted and talented." (Higher Standards, Better Schools for All, DfES 2005)

However, most recently they have realized that this narrow remit doesn't describe the many excellent practices that are becoming established in many schools, including our own. Most recently they have said...

"We want to help all schools and teachers establish their own approaches to personalised learning so that across the education system the learning needs and talents of young people are used to guide decision making."

They have identified five components of Personalised Learning, which are:

- Assessment for Learning
- Effective teaching and learning
- Curriculum enrichment and choice
- Organisation of the school
- Beyond the classroom

(DCSF Standards Site, 2008)

### **At Hardwick School we believe...**

Personalising learning and teaching means taking a highly responsive approach to the learning of each child, in order that all are able to progress, achieve, participate and enjoy their learning experiences.

Personalising learning needs to be embedded within our school ethos which:

- actively promotes the full inclusion of every child
- builds resilience and confidence
- celebrates success
- values creativity
- ensures equal access for all
- allows pupils to make real choices about their learning

The Five Components explained

### **Assessment for Learning**

Assessment for Learning means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. This is embedded in our classroom practice.

### **Effective teaching and learning**

Our teaching is of a high quality and it utilises a range of learning styles matched to the needs of the learners.

This requires flexible classroom arrangements to allow for a range of different strategies such as:

- Differentiated group teaching
- Individual work based on appropriate success criteria
- Whole class experiences
- Targeted interventions
- Individual education plans (if necessary)
- Role play
- Talk for learning

Use of intervention strategies to be applied to specific groups of children. These include ELS, FLS, ALS, Springboard, Booster groups, Numicon, Elklan speech therapy and social skills and transition groups.

### **Curriculum enrichment and choice**

Our aim is to provide an exciting and stimulating curriculum that is tailored to learners' needs and allows maximum flexibility and choice.

We want to ensure that a broad range of opportunities is provided within and beyond the school to enable children to develop self-confidence, fully enjoy their education and develop a life-long love of learning.

#### *Examples*

- Cross-curricular approach to the curriculum
- Golden Mornings
- Whole school activity weeks
- First-hand experiences, eg History off the Page, Star-gazing evening, role play weddings and visiting the Botanic gardens.

### **Organisation of the school**

A strong school and class council structure promotes an effective pupil voice. This will help us evaluate how effective and enjoyable our curriculum provision is and how we could change it in the future to better meet the needs of the children.

Effective deployment of both teaching and support staff enables creative approaches to grouping and individualised provision. (e.g. team teaching in differentiated groups and targeted deployment of staff based on skills matched to pupil needs.)

A flexible timetable allows for appropriate provision in response to a creative curriculum.

### **Beyond the classroom**

Out of school clubs are allowing children with either targeted needs or talents to be able to develop skills outside the normal working day. (e.g. Gym club, booster classes and choir).

Making children aware of activities within the community.

The use of the STARZ learning platform, allowing children to start project work off in school and continue it at home.

The school works actively with a range of external agencies and partners who can provide additional support.

Home-school partnerships.