

Beaver Road Primary School

Personalising Learning - what is it?

For every Child it is:

- Being motivated and inspired to become a fulfilled lifelong learner
- Successfully navigating a clear pathway through the education system

For every Teacher it is:

- Accepting that every child is unique, coming to the classroom with different knowledge, skills, understanding and varying aptitudes and aspirations
- Using diverse teaching strategies to meet every child's needs and aspirations

For Schools and School Leaders it is:

- Promoting the highest standards of achievement, attainment and well being
- Committing finances to promote, support and sustain personalisation

Capacity for personalising learning is built through encouraging, developing and sustaining:

- Resilience
- Resourcefulness
- Reflectiveness
- Remembering
- Responsiveness
- Responsibility

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What does this look like in classrooms?

Resilience

There is evidence of children:

- ✓ Having a 'Can Do' approach to their learning
- ✓ Feeling positive about learning
- ✓ Regularly reflecting on what they find difficult and what they find easy, and understanding why
- ✓ Having opportunities to express what they enjoy and do not enjoy
- ✓ Being taught in small steps to break down things they find difficult

Resourcefulness

There is evidence of children:

- ✓ Having a range of approaches to their learning
- ✓ Using a range of learning tools including ICT
- ✓ Communicating their learning in different ways

Reflectiveness

There is evidence of children:

- ✓ Having thinking time after a question has been asked
- ✓ Understanding when their learning is most efficient or least effective
- ✓ Being given access to information/data on their own progress
- ✓ Engaging in regular daily reflection times on what they have learned

Remembering

There is evidence of children:

- ✓ Having regular practice, repetition and review
- ✓ Learning simple memory techniques
- ✓ Using role play, drama, hot seating, visualisation techniques etc.
- ✓ Using mind mapping and concept mapping
- ✓ Having fun and enjoying learning

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Responsiveness

There is evidence of children:

- ✓ Managing their own feelings and emotions
- ✓ Staying positive in the face of challenges
- ✓ Coping with mistakes and difficulties
- ✓ Accepting change

Responsibility

There is evidence of children:

- ✓ Understanding their rights and the responsibilities they have for themselves and for others (in school, family, community, globally)
- ✓ Understanding that they choose their behaviour
- ✓ Having many opportunities to demonstrate their independence and responsibility

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For Teachers the 9 Steps to personalising learning are:

1. Considering the context of your children - *what do they already know and what aspects of the locality can you make use of?*
2. Considering the resources available to use - *what expert knowledge is available to you and what aspects of the locality can you make use of?*
3. Ensuring you have considered the implications of any pre-learning tasks - *what do the children want to know, to find about, to do?*
4. Making the learning enjoyable - *how will you engage and sustain children's interest and engagement?*
5. Aiming for excellence in both academic and personal development - *what will you do to ensure there is progression and continuity in skills through the curriculum for every child?*
6. Getting the balance between skills and application of skills - *how will skills be 'imported' and 'exported' in the curriculum?*
7. Planning and teaching exciting and challenging lessons with the focus on learning - *what assurances have you that the quality of learning is being developed alongside the creativity?*
8. Assessing - *have you given at least some consideration as to how you are going to check on what the children have learned and how well the children have learned?*
9. Showcasing talent (presentation by the children) - *how will it be done in a way that gives every children the chance to 'stand in the sunshine'?*

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Getting the Learning Environment right is essential to personalising learning. Teachers are expected to consider all these aspects:

- Emotional Environment
- Physical Environment
- Maximising Space and Time

What is expected?

Learning Environment - Emotional

There is evidence that:

- ✓ Every child is nurtured to help them give their best at all times
- ✓ No child is made to feel they have failed at school
- ✓ The Teacher works relentlessly to build every child's self esteem, self confidence and self image
- ✓ The Teacher understands that their own moods, emotions and actions impact on each and every child
- ✓ The Teacher never uses put downs or sarcasm
- ✓ The Learning Environment is exciting and challenging but calm and organised

Learning Environment - Physical

There is evidence that:

- ✓ The Teacher is committed to creating, developing and sustaining a physical learning environment that maximises every child's learning capacity.
- ✓ The Teacher understands that learners need to be comfortable within themselves and will not learn effectively if they are, for instance, cold, hungry, thirsty or in need of fresh air and movement

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Maximising Space

There is evidence that:

- ✓ The Teacher regularly monitors and evaluates the space available through considering what furniture is really necessary and whether the layout supports effective learning, responsibility and independence.
- ✓ The Teacher regularly monitors and evaluates the resources available to children and the extent to which they support quality learning
- ✓ The Teacher encourages children's involvement in organising and reorganising space and resources in the classroom

Maximising Time

There is evidence that:

- ✓ The Teacher understands the importance of time planning and management in ensuring that individual or personalised learning opportunities are maximised
- ✓ Whole or large group sessions are appropriate to children's listening capacity - short and focussed for younger children, gradually extending as listening skills improve.
- ✓ Lessons are regularly 'chunked' into shorter, focussed sessions to facilitate effective learning for every child

This Policy was adopted by the Governing Body in June 2008