

ALTRINCHAM CE AIDED PRIMARY SCHOOL

PERSONALISED LEARNING

School Personalised Learning

Mission Statement

To work in partnership with parents and the churches, to nurture children in the Christian faith and to provide them with the best possible educational opportunities.

School organisation at Altrincham CE Aided Primary promotes **high quality teaching and learning**

Personalised learning in this school seeks to think creatively about its organisation, so as to best maintain high quality teaching and learning and to ensure that pupil performance and pupil welfare are mutually supportive.

Creating these conditions for learning involves:

- using the benefits of workforce remodelling to build a whole-school team to better support the learning of each pupil and increasing the planning, preparation and assessment (PPA) time for teachers;
- using ICT effectively;
- creating a clear and consistent policy on 'behaviour for learning' to create an environment in which all students feel safe and secure and can flourish as individuals.

High quality teaching and learning are enhanced by:

- **pupil interviews** - all teachers discuss with pupils their work,
- to showcase achievement;
- **service standards** - guaranteed minimum standards: basic level of consistency in the experience of school for every pupil. focusing on their achievement and set achievement targets in literacy, maths, science, ICT, RE. Where appropriate parents may be involved (IEP's).
- **learning from students' views on teaching and learning** - pupils' views sought on effectiveness of classroom experience through, for example, surveys and conferences;
- **pupil involvement** - pupils contributing to whole-school life and to the work of the school;
- **pupil focused** - schools focused around the needs of pupils rather than teachers; students receive consistently good experience of school, pupil inclusion is seen as a guiding principle;
- **positive school environment** - pupils feel secure and can flourish as individuals; and there are clear sanctions combined with praise where earned for all pupils;
- **physical environment** - building schools for the future; quality displays

Pupil Groupings

Foundation (Nursery, Reception, Rec/ Year1)

Key stage 1 (Year 1/2, Year 2)

Key Stage 2 (Year 3, Year 3/4, Year 4, Year 5, Year 5/6, Year 6 and teaching focus groups)

Curriculum Entitlement

- The use of ICT is providing innovative ways to engage learners and improve standards of achievement.

The school curriculum is more personalised through:

- Exploring learning-focused (rather than content-focused) to promote 'real' learning situations that simulate virtual situations;
- Exploring project-based approaches to the curriculum rather than discrete, one-off lessons. This also breaks down the potential constraints of subject-specific teaching;
- Using the curriculum to support a set of skills rather than as an end in itself, matching the aims of the National Curriculum to the areas of their learning profile;
- Using ICT to help pupils manage their own learning, such as through a virtual learning environment whereby pupils can communicate with staff more freely.

Assessment For Learning

- Assessment for Learning (AfL) means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to get achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; understanding between teachers and pupils on what they need to improve, and agreement on the steps needed to promote sound learning and progress.
- The National Strategies are supporting teachers in this school in developing their AfL practice in the classroom at the point of teaching and learning. In particular, the Strategies are strengthening schools' tracking of pupil progress to ensure effective use by teachers of Assessment for Learning and strategies for intervention to improve and personalise teaching and learning. This is focussed on tackling barriers to learning and closing the attainment gaps for underperforming groups of pupils.

Effective Teaching And Learning

Personalised learning demands teaching and learning strategies that develop the competence and confidence of every learner by actively engaging and stretching them.

For teachers, it means a focus on their repertoire of teaching skills, their subject specialisms and their management of the learning experience. Personalised learning requires a range of whole class, group and individual teaching, learning and ICT strategies to transmit knowledge, to instil key learning skills and to accommodate different paces of learning. For pupils, this means a focus on their learning skills and their capability to take forward their own learning.

School Governors' Equality Statement:

Race, disability, gender, religious beliefs and sexual orientation equality are included as an explicit aim in all of the School's policies and key documents.

EQUAL OPPORTUNITIES/ INCLUSION

The School Mission Statement requires the School to examine the values transmitted, either intentionally or unintentionally, to pupils and to ensure that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunity for educational achievement. The Governing Body will therefore seek to ensure that all pupils in the school have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

The practices and procedures followed are as outlined in the school policies on Equal Opportunities and School Inclusion. This includes planning to meet the needs of both boys and girls, children with special educational needs (SEN), children who are more able, children with disabilities, children from all social, cultural and religious backgrounds, children of different ethnic groups including, and children from diverse linguistic backgrounds.

The school strives to provide a safe environment, free from harassment and discrimination, in which children's contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Policy agreed.....date

Signature of Head teacher.....

Signature of Chair of School Governors.....