

# HAZELDENE LOWER SCHOOL



## PERSONALISED LEARNING WRITTEN Feb 2015

SIGNED ..... DATE.....  
HEADTEACHER

SIGNED ..... DATE .....

CHAIR OF GOVERNORS

**TO BE REVIEWED JUNE 2017**

## HAZELDENE LOWER SCHOOL

### Personalised Learning and Pupil Voice Policy

#### **Rationale**

At Hazeldene Lower School we believe that all children are entitled to receive a curriculum that is personalised and is tailored to their individual, academic, personal, social and cultural needs. Our vision is to provide every child at Hazeldene with an education that is fully inclusive and follows the values and ethos of the Every Child Matters Agenda (ECM).

At Hazeldene we will endeavour to provide opportunities to ensure that every child can reach their full academic potential and develop in every aspect of their well being. We will ensure that children are fully involved in their own learning through active pupil voice, and agreed target setting.

At Hazeldene Lower School Personalised Learning and teaching means:

- Building upon what a child already knows, understands and can do
- Connecting previous learning with current learning
- Making the purpose and value of the learning clear to the child
- Emotionally engaging the child in their learning
- Ensuring children can demonstrate learning in a variety of ways
- Providing children with the necessary resources and scaffolding to successfully complete a task.
- Enabling children to talk about what they have learnt and allow them the time to reflect upon this learning.

#### **Aim**

The aim of this policy is to highlight how we will deliver a personalised curriculum for each child to develop active pupil voice and continue to raise standards of achievement across the school.

#### **Objectives**

We will endeavour to do this by:

- Ensuring that our Senior Leadership Team (SLT), Governors, Subject Leaders and individual Class Teachers are secure in their knowledge and understanding of Pupil Assessment and tracking data, and will use

this knowledge to improve the quality of personalised learning provided for each child.

- Ensuring there is a consistent whole school approach to the use of Target Tracker, enabling all children to understand the next steps in their learning and receive personalised targets through marking and feedback.
- To raise the profile of pupil voice so that children feel included in their learning journey.
- To develop the use of self/peer assessment so that children will have a voice in their own learning.
- To develop a more flexible curriculum so that children have an opportunity to direct topics and themes.

At Hazeldene Lower School these objectives to deliver a personalised curriculum and develop Pupil Voice will be fulfilled under the following headings.

### AfL

At Hazeldene Lower School we provide a framework for assessment which enables teachers to integrate assessment for learning throughout all aspects of teaching and learning. We want to personalise the curriculum to meet the needs of all children and ensure that every child makes optimum progress.

The principles of Assessment for Learning (AFL) should be integrated into teaching and learning. These are:

1. AFL should be part of effective planning for teaching and learning
2. AFL should focus on how children learn
3. AFL should be recognised as central to classroom practice
4. AFL should be recognised as a key professional skill for teachers
5. AFL should be sensitive and constructive because any assessment has an emotional impact
6. Assessment should take account of the importance of learner motivation

7. AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. AFL develops learners capacity for self assessment so that they can become reflective and self managing
10. AFL should recognise the full range of achievements of all learners

Teachers must ensure that children understand clearly and unambiguously exactly what they are meant to be learning in each lesson (***clear learning objectives***) as distinct from what they are meant to be doing (context / task).

Clear ***success criteria*** should be provided so that both teachers and pupils can evaluate the extent to which the learning objective has been achieved. Teachers should plan ***effective high order questioning*** in order to evaluate and promote learning and critical thinking. Pupils must be given ***high quality feedback***, both oral and written as appropriate in order that they understand clearly where they have succeeded, what they need to do to improve and what the ***next steps*** in their learning are.

### **Pupil Voice**

Hazeldene Lower School really does value 'Pupil Voice' and what we do day in and day out is based on 'what the children are telling us'. Pupil Voice is not an 'add on' at Hazeldene and we pride ourselves on knowing our children very well, what interests them, how they learn and their next steps in that learning journey.

We believe that children learn effectively when they have a voice in their own learning, are able to steer the direction their learning takes and are fully involved in what they learn, their individual academic progress, personal achievements, and new targets.

We ensure Pupil Voice is embedded at Hazeldene Lower School by:

- Having an active school council, facilitated by our Learning Mentor
- Having School Councillors who attend meetings and feedback to the whole class.

- Holding monthly Foundation/Nursery, KS1 and KS2 'Tea Parties' for children to discuss their achievements, pieces of work and views on school life.
- Having 'Busy Boxes' in both Nursery and EYFS so that parents and carers can contribute to their children's learning.
- Having worry boxes in every classroom so children may express their concerns in a private way.
- Having weekly PSHCE lessons in class and assemblies to discuss social and personal issues.
- Having weekly 'Celebration' assemblies where children can express delight in their own achievements.
- Having a 'Golden Book of Achievement', whereby children decide the criteria for 'good' pieces of work by peers.
- Having Question Boxes in each classroom allowing for children to set their own questions they would like answered in theme work.
- Developing children's ability to self-assess accurately and informatively.
- The use of Peer Assessment in KS2.

### **Differentiation**

At Hazeldene Lower School we ensure Personalised Learning occurs through detailed planning and differentiated activities in all lessons. Staff are consistent in evaluating lessons and outcomes by individuals and adapt planning to reflect outcomes.

## **Parental Involvement**

At Hazeldene Lower School we believe that parental attitude to school is a major influence on a child's motivation to learn and involving families in school life sends children a clear message about the importance of their education.

We value parents as a major resource to support learning and acknowledge their rights in the three-way partnership with children and teachers. At Hazeldene we work hard to discuss with parents their child's learning. We involve them in target setting and discuss with them vital next steps. This is achieved through:

- Consultation meetings.
- Literacy and numeracy books are readily available for parents and carers to view at consultations and open afternoon.
- Teachers setting homework that is tailored to individual needs through appropriate differentiation.
- Parents being invited into school to share in their children's achievements through open afternoons where marking and feedback is available for parents to see in their children's workbooks.
- Parents are provided with personalised comments in reading records which explain the focus of each guided reading session and how their children are progressing.

## **Informing Governors**

We believe that governors play a fundamental role in supporting teaching and learning at Hazeldene Lower School. We work hard to inform the governors of how staff mark work and provide feedback and how staff track progress using Target Tracker.