



## Personalised Learning Programme

As a school we understand how important it is to enable pupils of *all abilities* to access **personalised learning**. In order to fulfil this aim we follow a variety of routes, including high quality teaching & learning, pupil grouping and intervention, as suggested in Personal Learning – A Practical Guide.

Personal learning is summarised by the Teaching and Learning in 2020 Review [from Christine Gilbert] as being, *learner-centred, knowledge-centred and assessment-centred*. This is important to ensure that a child's chances of success are not limited. High expectations of progress apply equally to all children so that early promise can be fulfilled and potential developed. There is an expectation of *participation, fulfilment and success*.

Prior to piloting a personalised learning programme at Chestnut Lane School, an effective system for planning, monitoring and assessing classroom interventions was embedded, ensuring that interventions for lower achieving pupils and pupils with SEN was a regular part of day-to-day practice.

During the academic year 2014 – 2015 I (Miss Salter), with the support of Mrs Gossage and Mrs Tyler, trialled a personalised learning programme which comprised of two initiatives (as outlined below). The results and feedback from this were collated and shared with school staff, governors and a representative from the local authority. This year we are able to embed the personalised learning programme further, ensuring even more pupils have access to the programme.

At Chestnut Lane School we have introduced two initiatives:

- Personalised, small group interventions available for pupils of *all abilities* - where each intervention is carried out over a period of 6-8 weeks, with both baseline and impact assessments taken at the start and finish, in order to measure and track the rate of progress made.
- A model of Lesson Study – which engages teams of teachers in a process of observing target/focus pupils, assessing & evaluating their learning progress and collaboratively planning to meet the needs identified.

The table below shows a summary of the rate of progress from personalised learning interventions (September 2014 to May 2015).

<u>All</u> Personalised Learning interventions	<u>English</u> Personalised Learning interventions	<u>Maths</u> Personalised Learning interventions
67% = <b>Good progress</b>	62% = <b>Good progress</b>	71% = <b>Good progress</b>
28% = <b>Expected progress</b>	33% = <b>Expected progress</b>	25% = <b>Expected progress</b>
5% = <b>Little progress</b>	5% = <b>Little progress</b>	4% = <b>Little progress</b>

It is possible to highlight many outcomes that are met through our programme (see table below), and this has ultimately contributed to meeting our original aim of enabling pupils of *all abilities* to access personalised learning.

✓	Catch-up classes and one-to-one tuition, including use of support staff, simplifying resources and giving a heads start on tasks.
✓	Focus on a skill or understanding that has been taught in the classroom but the pupil has failed to secure.
✓	An agreed sequence to intervention delivery.
✓	Develop independent learning and reduce dependency on the teacher.
✓	Using day-to-day assessment to address a particular barrier to learning.
✓	Pupils not in guided groups to be provided with appropriately pitched tasks, to provide sufficient challenge and ensure self-help strategies and resources to support them.

To date, personalised learning interventions at Chestnut Lane School have supported:

- Reading and spelling high frequency/common words.
- Joined handwriting.
- Effective sentence construction, including layout.
- Reinforcement of speed-reads and current Phonics sounds.
- Accurate application of punctuation and editing own work.
- Recognition and application of split digraphs.
- Developing imagination within writing.
- Addressing grammatical inaccuracies within writing.
- Recognition and understanding of mathematical signs (+, -, =, x, ÷).
- Reading and constructing number sentences.
- Accurate application of mathematical methods to solve problems.
- Use of mathematical resources, e.g. 100 squares and number lines.
- Accurate number formation.
- Naming, recording and recognition of 'teen' numbers.
- Effective methods for counting in 'groups of'.
- Understanding of tens and units, using the knowledge to add and subtract 2-digit numbers.
- Developing approaches to tackle problem-solving in Maths.

Members of school staff have provided feedback about what they feel has been the benefits of the personalised learning programme so far:

“Teacher confidence is improved through observing the results of pupils working independently and making progress in line with the chosen focus.”

“Lesson Study has had an impact on planning across the curriculum and is not just isolated to the Lesson Study sessions.”

“Provides valuable time for each child, and extensions for each ability group.”

“Misconceptions are quickly picked up and addressed.”

“More evidence in their [the children’s] books of the level they are working at.”

“Children are receiving more focused and guided learning...”

If you have any questions about the personalised learning programme at Chestnut Lane School please contact:

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