





**Bamford Academy**



# Personal

# Learning Policy

Adopted: September 2017

Review date: September 2018

## Rationale

This policy is underpinned by the research of John Hattie whose groundbreaking work *Visible Learning* documents effective learning practice. His findings suggest:

- Homework in primary school has an effect of around zero.
- Five to ten minutes has the same effect of one hour to two hours.
- The most effective approach is to reinforce something you've already learnt

Our school believes that reinforcing learning at home is an important part of every child's entitlement. However, in order for it to be effective, it should be consistently applied across and within year groups.

The purposes of setting work for home study must be clearly understood by the whole school community.

The purpose of personal learning at our school is:

- the consolidation of skills and knowledge taught at school
- to develop self-discipline and responsibility
- to provide opportunities for independent learning
- to inspire children to continue or showcase their learning at home
- parental awareness of the curriculum.

Personal learning at home should not:

- become a source of anxiety
- cause conflict in the home or conflict between home and school
- encourage children to copy material
- be done by parents.

In this policy we aim to set out clearly what we expect from members of staff, children and parents. We aim to establish a clear dialogue and open lines of communication so that any problems are quickly shared and addressed.

## Content

Personal learning activities are set throughout the school from KS1.

For every year group, this **may** consist of:

- Phonics practise
- Spellings
- number work/tables
- Reading
- A specific fact finding or discussion task set to complement the week's current topics
- Reflection on the week's learning



- it is expected that in the summer term, a slightly longer independent learning project will be set for enrichment.

The amount of personal learning set will vary according to the needs of the child, but as a guide:

- KS1 children receive up to 3 personal learning activities per week. These activities should take no longer than 5-10 minutes and should focus on skills practise.
- KS2 children may have short personal learning activities every day, particularly in Y6 to prepare them for the discipline of daily study at home at high school.

For KS1, personal learning activities may be communicated to parents via the school Ping app. KS2 will record their own personal learning activities in their organisers to encourage responsibility and self regulation.

### **Using the Personal Learning Organiser**

Personal learning activities will be logged in the child's learning organiser by the teacher and responded to by the child. This may be a tick against spellings to show they have been learned, a comment on how many times they practised number facts or tables or a reflection on how they applied their knowledge.

Spelling lists and reading targets are included in the organiser for reference in case parents wish to assist their child in some personal learning. These will be used by the teacher to log a child's progress in these areas.

Although more than one teacher might set a personal learning activity for that week, the quality and quantity of a child's learning will be very visible in the organiser and this will ensure that no child receives an unacceptable amount.

We encourage parents to use the organiser to communicate any difficulties their child might be having.

We also invite parents to:

- encourage their children to read widely and frequently and take them to the library
- encourage their children to participate in a variety of sports and leisure activities
- discuss the school day with their child.

### **Differentiation**

Children with special needs will be given personal learning that takes into account their individual needs and targets as recorded on their personal learning plans. Children who are more able should be given either open-ended tasks or ones that are more challenging than those given to the rest of the class.

In some cases, no written work may be needed as part of the task set. Instead it is acceptable to ask children to find out information, to watch a particular programme or complete some other speaking and listening activities.

### **Equal opportunities**

It is important to keep in mind the balance of tasks you set over the term and year. Try to ensure that:



- tasks set require different skills, e.g. speaking and listening as well as reading and writing
- tasks set apply to the child's level on Bloom's taxonomy and are sufficiently challenging
- tasks are not only literacy and numeracy based but represent a balance across the curriculum – again, linking to Bloom
- tasks target the interests of both boys and girls over a period of time
- tasks set allow for the different resources pupils have at home and do not mean that some will be unable to complete them – if this is the case alternative arrangements should be made.

### **What we expect from teachers**

We expect teachers to follow this policy and speak to a senior member of staff if they have any concerns about its implementation.

All organisers must be checked at least once a week and appropriate responses made to any comments from parents.

We expect teachers to convey a positive approach to personal learning setting and ensure that constructive feedback is given to help pupils progress.

Children's relative success in personal learning activities should form a basis for teachers to plan for the next lesson.

Units must include an outline of personal learning expectations in their introductory unit meetings in September.

### **What we expect from pupils**

We expect pupils to do their best to complete any tasks set.

We expect pupils to reflect on any feedback given and if appropriate, respond in their organiser.

We expect pupils to ask the teacher if there is any aspect of their task they do not understand.

We expect pupils to be responsible for their organiser.

### **What we expect from parents**

It is important that parents understand their role in supporting children with personal learning. This is explained in the school prospectus, home-school agreement and induction information.

Organisers are used to communicate with parents. Parents should sign the allocated space to indicate that it has been completed and/or make a comment where further explanation is needed.

Contact with parents about personal learning at home should reinforce our view that it is a positive learning opportunity and not a cause of anxiety.

We ask that parents:



- provide a suitable space without interruption
  - encourage good working habits and routines around the completion of homework
  - let us know if any problems emerge with the completion of homework
  - ensure that the organiser is returned promptly each morning.
- where children can study, write and read

### **Feedback to children**

Teachers will give feedback to children on their personal learning activities. This will often be verbal feedback which focuses on how well they have completed their task and what they need to do next to progress further in their learning. Children should be given time to reflect and respond themselves, either recording targets or celebrating success. Teachers may celebrate success with dojos or rewards or comments in organisers.

### **Monitoring**

- Every term a sample of organisers will be selected from each class and feedback given.
- During the spring term literacy and numeracy subject leaders engaged in observations will be asked to include a comment on the personal learning activities set in their subject.
- Key Stage leaders are responsible for overseeing the effective implementation of this policy across their key stage.

### **Policy review**

This policy will be reviewed annually by the senior leadership team in consultation with the school community.