



Beaumont Lodge
PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

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Personalised learning is an approach that expects all children and young people to reach their individual potential, reaching or exceeding national expectations whenever possible. At Beaumont Lodge we have high expectations of all children, whether they are working above, at, or below age-related expectations, including those who have been identified as having special educational needs and disabilities eg. dyslexia. Teaching and learning is challenging, with children being given ambitious personal targets and objectives to reach. Rapid intervention keeps pupils on trajectory and thorough and regular assessments are made to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory including pupil outcome plans.

Quality First Teaching

The key characteristics of quality first teaching at Beaumont Lodge Primary can be summarised as:

- highly focused lesson design with sharp objectives (WALT) and success criteria
- clear differentiation to meet the needs of all learners
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an expectation that pupils will accept responsibility for their own learning and work independently
- provision of weekly homework tasks to encourage learning at home
- regular use of encouragement and authentic praise to engage and motivate pupils.

Target Setting and Tracking

Senior leaders and teachers have a clear knowledge of the attainment of each pupil and the progress they are making. Targets are set and progress towards these targets is tracked regularly, driving personalised learning. Data is used by senior leaders and teachers to set targets, such as:

- prior attainment data
- teacher assessment data, e.g. Target Tracker, assertive mentoring, Parks progression statements, use of P levels or EYFS target tracker.
- national and local data showing the proportion of children making expected progress from KS1 to KS2
- comparative data including the most likely levels or grades for individual pupils based upon progress in the top 25% of schools nationally and locally
- other pupil and school level estimates, e.g. Fischer Family Trust data

Our target setting is underpinned by setting specific curricular targets for learning. In years 1-6 the children work towards personalised and group curricular targets in reading, writing and maths. These are matched to national curriculum expectations to raise children's awareness of their current attainment, and what they need to do in order to progress to the next stage. At Beaumont Lodge we strive to ensure that children have ownership over their progress, and know what to do in order to achieve their next steps. Targets are shared with children in a variety of ways, including bookmarks, trackers in books and displays on learning walls.

At Beaumont Lodge, our tracking system helps to enable the pupils' needs to be met and targets to be reached. Our cycle of pupil progress review has the following characteristics:

- Progress of individuals and groups is tracked at least termly by senior leaders and teachers. This progress is compared to national attainment averages of potentially vulnerable groups. Teachers report on this during pupil progress meetings with the Headteacher.
- Strengths and weaknesses are identified, supporting planning and intervention.
- Pupils have regular opportunities to discuss their progress.
- Quality First Teaching and intervention programmes are adjusted in light of the progress pupils are making.
- Parents and carers receive regular updates on their child's progress.
- Pupil progress data is managed through a school-wide system that all teachers can access. Teachers, subject leaders and senior leaders can filter data according to pupil characteristics and intervention programmes in order to evaluate progress.
- The process operates across the whole school to ensure consistency, and is regularly evaluated by senior leaders.

Assessment

At Beaumont Lodge, Assessment for Learning processes aim to ensure that:

- every child knows how they are doing and understands what they need to do to improve and how to get there.
- every teacher makes well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential

We use the following aspects of assessment to underpin learning and teaching:

Aspect	Key Features
Day-to-day	• Learning objectives (WALTs) and success criteria are made explicit and developed and shared with pupils

	• Peer and self-assessment are used • Pupils are engaged in their learning and receive immediate feedback on their progress
Periodic	• A broader view of progress is provided across a subject for teacher and learner • National standards are used in the classroom, e.g. national curriculum expectations through use of key skills materials • Changes are made to curricular planning and provision
Transitional	• Pupils receive formal recognition of their achievements • Achievement is reported to parents/carers and the next teacher(s) • External tests or tasks may be used

Intervention

The majority of pupils succeed at Beaumont Lodge through quality first, class-based, teaching (Element 1). However, even in a classroom where personalised learning is effective, for some pupils this approach will not be sufficient. These pupils will benefit, at key moments, from additional small group or one-to-one interventions to enable them to make the progress needed to achieve their full potential. Intervention is therefore a key component of personalised learning.

Additional, time-limited, small group intervention support programmes (Element 2) are in common usage and are designed to target pupils according to need, accelerate their rates of progress and secure their learning. Critically, this 'catch up' intervention support helps pupils apply their learning when they return to mainstream lessons to ensure that any progress is sustained.

While current 'catch up' arrangements are effective for many, some pupils need a further level of support which cannot be delivered in the context of whole class or small groups. Without an individualised approach (Element 3) it is very hard for these pupils to make the progress needed to fulfil their potential. An intensive burst of individual tuition, for example, focused on a skill or understanding that has been taught in the classroom but the pupil has failed to secure, can be highly effective in getting the pupil back on track. It is important that learning gains made in one-to-one tuition, as with other interventions, are followed up through what the pupil experiences in the classroom so that they can be linked to what happens next. In this intervention, individual tuition supplements existing learning - it can never replace it. This approach also builds in the necessary adjustments for disabled pupils and pupils with SEND. Arranged at the right time for the right pupils, small group and one-to-one interventions can help prevent children falling significantly behind in particular subjects.

At Beaumont Lodge, interventions include Reading Recovery, BRWP, Numbers Count light, One to One Tuition, Academic Coaching, Inference Training, Success at Arithmetic, Superstars, Nurture, Better Together (family reading project) and Let's Talk Language groups. Further detail can be found on our provision menu. Teachers identify where intervention is needed to accelerate progress during the assessment and review cycle, and this is recorded on a provision map to enable monitoring of progress.

Pupil Grouping

At Beaumont Lodge, staff use a wide variety of groupings and pairings according to the task in hand, for example by age, ability, friendship groups or gender. Pupil grouping is one of the many tools teachers use to deliver the most appropriate curriculum to each individual and is therefore an important feature of personalised learning.

Guided learning is used to provide a bridge between whole-class teaching and independent work. It enables work to be pitched at appropriate levels for differing groups within the class, so that all children and young people make good progress. It enables pupils with special educational needs and disabilities (SEND) or learning English as an additional language (EAL) to be taught in inclusive settings and helps to ensure that all learners, including the highest attainers, get close attention from the teacher on a systematic basis. It is also a useful way of gathering assessment information and tracking attainment of curricular targets and specific objectives.

The Learning Environment (including the use of ICT)

At Beaumont Lodge we believe that the school and classroom environment, and the organisation of resources within it, has a significant impact on the quality of learning. Access to resources to support learning is crucial. Every classroom has a learning wall to support the children with their current units of work. These display examples of good practice and provide scaffolds to support learning. In addition, learning prompts appropriate to the age and stage of learners are clearly made available in each classroom. We use a balance of typed and written signage in order to promote purposeful writing.

ICT resources are well organised at Beaumont Lodge. There is a refurbished ICT suite available for each class to use on a rota basis. It is accessible to all learners, and incorporates two computer desks which can be altered to accommodate the height of wheelchair users. In addition, there is a laptop trolley allowing access to software, wireless internet connection, etc. in all classrooms.

Outdoor learning is of a high priority, with opportunities taken regularly to use the school grounds and surrounding area for learning and teaching. This is particularly

the case in the Foundation Stage and Year 1, where specific areas have been designed to enable use of the 'outdoor classroom'

Curriculum Organisation and Design

In Foundation Stage, when planning we consider needs, interests and stages of development of each child then plan challenging and enjoyable learning experiences which develop the children's confidence and ability in all areas of learning and development.

Our areas of learning are implemented through planned, purposeful play and a mix of adult led and child initiated activities. We identify the skill that children need and then let them practice and apply that skill in a way that is interesting and motivating to them.

We have half termly topic themes which link learning in all areas and are supported by key texts. These topics are enhanced by following the lines of children's interest and developmental needs.

In Years 1-6, work is planned according to the programmes of study in the National Curriculum and the RE and PSHE syllabus. Teachers design curriculum maps, often over a two year cycle, to ensure coverage of subject areas. Teachers plan for opportunities for enrichment that goes beyond the National Curriculum. Wherever possible, meaningful links are made between subjects to enable thematic, topic based learning. Children are provided with regular opportunities to apply key skills from Literacy, Maths and ICT across the curriculum. The Primary Framework is used by teachers to inform their planning in Maths and Literacy.