



## Personalised Learning

Personalised learning is about tailoring the curriculum and the learning and teaching experience to the learner's needs. It also involves a degree of choice for the learner and a role in making decisions.

At Jordanhill personalisation starts with our **pupil support** systems. Every child in Primary and Secondary is known well by at least one adult: class teacher or tutor; Primary Principal Teacher or Head of House; Depute Head Teacher.

The systematic monitoring and tracking of every child coupled with our programmes of diagnostic, formative and summative assessment is designed to ensure that all pupils achieve to the best of their abilities.

Where needs emerge, our **staged intervention strategy** will personalise approaches to teaching, learning and assessment. The **Support for Learning** department coordinate this work and provide detailed guidance to teachers and advice and support to parents as well as to the child.

### The Curriculum

The curriculum is designed to ensure coherence and progression in learning with well-planned, motivating and challenging experiences across all areas. These are built around the **experiences and outcomes** of Curriculum for Excellence.

Opportunities for interdisciplinary learning and for a child's interests to be responded to are built in. For example,

- P1-P5 have specialist provision in Art, Music and P.E.
- In P6-P7 we build on this providing specialist teachers and facilities in Science, French, Drama and Business Computing and IT
- Increasing choice in the range of topics and assignments pupils can select as they get older

***"This is a school where the children come first."***

Good Schools Guide 2012

At Jordanhill we

- Know the strengths and needs of each child
- Use a wide range of learning and teaching strategies to differentiate curriculum delivery to meet these needs
  - Active learning
  - Enterprising learning
  - Cooperative learning
  - Critical skills
  - Technologies
  - Self and peer assessment
  - Learning outwith the classroom
- Provide choice within the learning
- Provide choice within the curriculum
- Build on prior learning
- Provide structured feedback to learners
- Take account of individual learner's views

As young people develop we seek to develop their **metacognitive** skills – their ability to articulate their learning and to take responsibility for it.

All of the above is founded on the quality of the interactions between staff and pupils. The learning and development of everyone who engages with children is a priority: pupil support assistants, teachers, technicians.

## Learning Conversations

As part of our systems of universal support, all pupils take part in structured 'learning conversations' with their teachers which become increasingly sophisticated as they progress through the school.

Aspects of these conversations will be evident in the **learning logs** which pupils bring home in Secondary and they also contribute to both the **P7 Profile** and **S3 profile** which pupils compile and which include examples of their best work.



The learning conversations and logs contribute to a sophisticated process of target setting, monitoring and reporting in the **senior phase**. They also assist pupils in compiling their CV and profile in the transition from school to work, FE or HE.

The most important feature of profiling is to enable pupils to articulate their own learning and to identify how they can improve – metacognition.

Eventually, pupils applying to continue into S6 are required to prepare a personal development plan.

## Coherence

At all stages of a child's development they need to acquire sets of skills and knowledge which prepare them for the stages ahead and which open doors for them.

During the senior phase their learning experiences should gel into a coherent set of qualifications and a CV which will be valued by prospective employers, Further Education or Higher Education. Our processes of course choice and careers guidance are designed to ensure that that coherence is evident and that all learners have a positive pathway from school.



### Further Information

You will find a wide range of information about personalisation in our prospectus, policy statements and information leaflets.

#### Prospectus

[People at Jordanhill](#)

[Primary Curriculum](#)

[Secondary Curriculum](#)

#### Policy & Information

[Pastoral Care in Secondary](#)

[Assessing Children's Educational Needs](#)

[Course Choice and Careers](#)