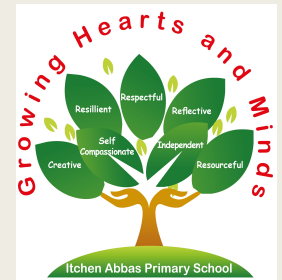


ITCHEN ABBAS PRIMARY SCHOOL

PERSONALISED LEARNING TIME
OPEN EVENING FOR PARENTS



Who has been on a course recently?

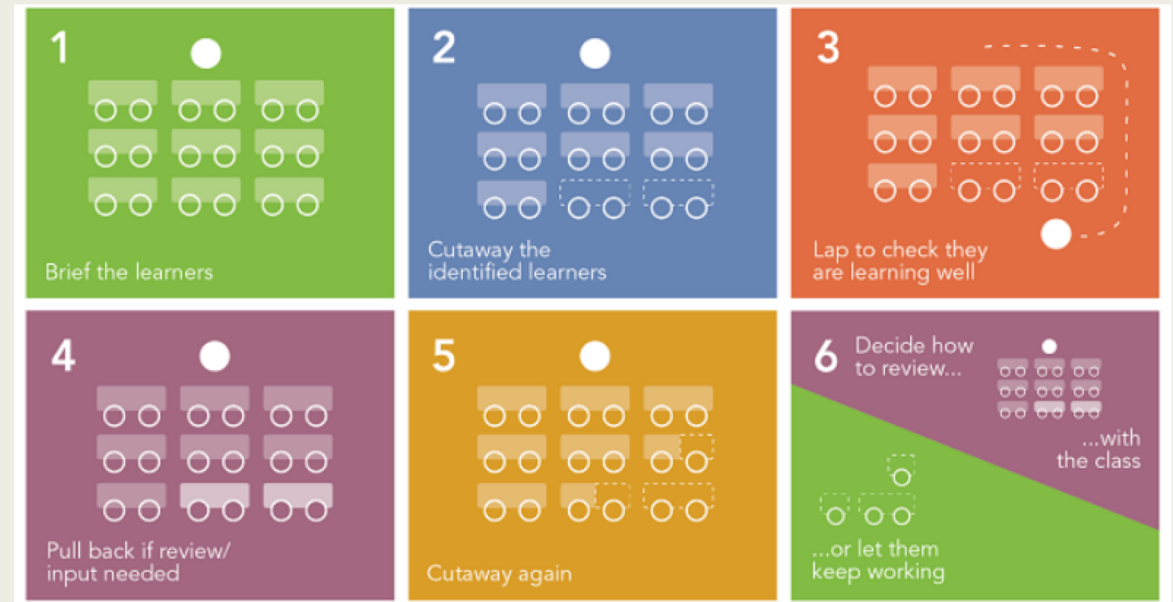
- Passive or active involvement?
- What do you remember from it?
- How did you feel?
- Why?
- What makes a good learning experience?
- What makes a bad learning experience?



- **How did you feel at the end of that experience?**
- **What did you do differently as a result?**

Rationale – why?

- Itchen Abbas Primary – a good school where children make good progress and attain well
- Well-behaved children who want to learn
- Children who have been impacted by Covid
 - *independence and organisation skills*
 - *Self regulation and stamina*
 - *Gaps in learning*
- Mixed age classes with a wide spectrum of:
 - *individual learning needs*
 - *Attainment levels*
 - *SEND*
 - *Social and emotional difficulties*



How it started.....

- Hampshire Inclusion Project – Quiet girls focus
- SEND Headteacher Peer Review Project
- Visiting another small village primary and seeing their enthusiasm and the impact of PLT

What is PLT?

Directed small group teaching by the teacher or TA

Responsive teaching with PLT allows us to respond to the needs of the children at the point of teaching; verbal feedback is given throughout the session and the learning is adapted throughout the time spent with the adult. Responsive teaching allows us to diagnose strengths and weaknesses and gather evidence and deeper understanding of every child.

Child-directed learning across a range of independent cross- curricular tasks.

A range of independent tasks are set to allow children to:

- **I**nvestigate new learning
- **A**pply what has been taught in teacher-led sessions to independent tasks
- **P**practice things they find difficult
- **S**tretch and challenge learning

We call this IAPS learning.

Key stage 2 Art National Curriculum

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- **about great artists, architects and designers in history. (PLT)**

Weekly Timetable for 2022 / 2023



Foxes Class Timetable

October 2022



	8.30	8.45	09.10	10.00	10.30	10.45	11.00	12.00	13.00	14.00	14.45
Mon	PLT Menu Briefing	Word Study Input 08.45-9.15	English & PLT	Head Teacher Assembly		BREAK	Maths & PLT	LUNCH	Wider Curriculum Art/DT/Science/History/Geography/Computing/RE/PSHE/MFL/Music		Read Aloud Curriculum
Tues	PLT Menu Briefing	Guided Reading Input 08.45-9.15	English & PLT	Lower/Upper School Assembly			Maths & PLT		PE	Wider Curriculum Art/DT/Science/History/Geography/Computing/RE/PSHE/MFL/Music	Read Aloud Curriculum
Wed	PLT Menu Briefing	Year 5 Library/Year 6 PLT Reflection Time 08.45-9.15	English & PLT	Class Assembly			Maths & PLT		Wider Curriculum Art/DT/Science/History/Geography/Computing/RE/PSHE/MFL/Music		Read Aloud Curriculum
Thurs	PLT Menu Briefing	Year 6 Library/Year 5 PLT Reflection Time 08.45-9.15	English & PLT	Class Assembly - School Council Time			Maths & PLT		PE	Wider Curriculum Art/DT/Science/History/Geography/Computing/RE/PSHE/MFL/Music	Read Aloud Curriculum
Fri	PLT Menu Briefing	Celebration Assembly	English & PLT	Maths & PLT			Work Completion/Your Time		Wider Curriculum / Art/DT/Science/History/Geography/Computing/RE/PSHE/MFL/Music		Read Aloud Curriculum

Name:

Week Beginning: 14.11.22




Year 5 Personalised Learning Time (PLT)



Word Study	This week we are learning:	Words ending in <u>-ent</u> and <u>-ence</u>
Guided Reading	This week we are learning:	Themes & Conventions



Monday	Tuesday	Wednesday	Thursday	Friday
Learning Task 1	Learning Task 3	Learning Task 5	Learning Task 7	Learning Task 9
Anti-Bullying Week Live Lesson 11am & Discussion Activity Sheets	Wider Curriculum Science (30 minutes) Investigate whether the circuit will or will not work, then check whether the circuits have been drawn correctly.	Wider Curriculum Music (30 minutes) Find out 3 facts about Blues music. Listen to music of Etta James. What can you find out about her? Record it on the sheet in the tray.	Word Study (15 minutes) Complete the Year 5 Activity Sheet from the tray. Check your answers on the honesty sheet in the tray.	Guided Reading (30 minutes) Complete the layout activity from last lesson.
Reading for Pleasure (15 mins)	Spelling Shed (15 mins)	Wednesday - Library 8.45-9.15 Times Table Rock stars (if complete)	Thursday - Reflection Time 8.45-9.15	Reading for Pleasure (15 mins)
Learning Task 2	Learning Task 4	Learning Task 6	Learning Task 8	Learning Task 10
Self-Compassion (15 minutes) Sometimes I can make things better for myself by being encouraged or reassured. What words/phrases reassure/encourage you? Look at the examples in the tray and create your own poster in your books.	Word Study (15 minutes) Complete the Year 5 Activity Sheet from the tray. Check your answers on the honesty sheet in the tray.	UK Parliament Week Wider Curriculum (30 minutes)  Go on a virtual tour of the Houses of Parliament! Then, read the information and decide what qualities you think make a good Prime Minister?	Guided Reading (30 minutes) Read the sheet in the tray. Present it more clearly with different layout devices. Try to include headings, sub-headings, bullet points and a table. Use the template to help guide you.	Completion Complete any of the tasks that you haven't finished yet and then it's 'Your Time'.

Investigate

Apply

Practise

Stretch

What the children say....

- You don't have to spend as much time listening, it's less boring. Its nice to get on and not have to listen to what you already know.
- You don't have to watch so many powerpoints and have more time to get our work done. I really like PLT how you choose to do different things.
- If I don't finish this makes me kind of worried.
- It's fun and nice to have to choose of own. I can ask a friend or use the resources to help me.
- I like it because I am working with my friends and learning more
- I like it because it feels less pressured, but some people spend too long choosing their next task
- I think it is a better way because I think we get more work done. I'm learning more. We can take our time. Sometimes I'm worried I won't get it all done.
- I like it cause when you have finished you don't just sit there you can go and do a task. I feel more confident in this school than my old one.
- It's more fun than our old work. Choices are good. Time it finish off English would be good.
- I like the changes you made to the menu, it has made it much easier cause now I know what I need to do today.

Your questions for today

- Is there any guarantee that PLT will continue once the new head is in place? If not, it's hard to shake the sense that this is likely to be an unproven and short-lived experiment with our children's education.
- So it begs the question as to why this was done here and now when your career was about to take you to a different school (which I assume you knew or hoped for when this was started this in September).



SO WE'RE NOT GOING TO DISCUSS IT?

Your questions for today

- How are the teachers finding it and have they got enough support?
- How are teachers being supported through the change? Have they seen it in action in other schools?
- How are you / will you measure the success of the programme?
- What evidence and research exists to prove that PLT is a more effective approach to teaching and learning?

Meta-cognition – thinking about how we learn.
Explicit teaching of strategies for learning. Our
focus from year R onwards.



Teachers offer a personalised approach to how pupils learn the curriculum. Commonly, they will teach pupils in small groups throughout the day. This works successfully because teachers can work one-to-one with pupils. This is of great benefit to pupils as teachers can pick up any child's misconceptions there and then. Teachers' subject knowledge is strong. They think smartly about the questions they pose to pupils. Useful feedback is regularly given which helps pupils move forward in their learning.

When pupils are not working with the teacher, they learn independently. Teachers set a 'menu' of activities that span across subjects. These are not left to chance because teachers know what pupils need to practise. Pupils know what they must complete by the end of the day.

Your questions for today

- It would also be interesting to see which groups of students are most benefitting from this approach in terms of outcomes so far.
- How do you ensure children are challenged and that they are learning the intended (depth of) knowledge during PLT ?
- How does PLT ensure the most able pupils are sufficiently challenged (a priority identified in the last Ofsted report)?

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

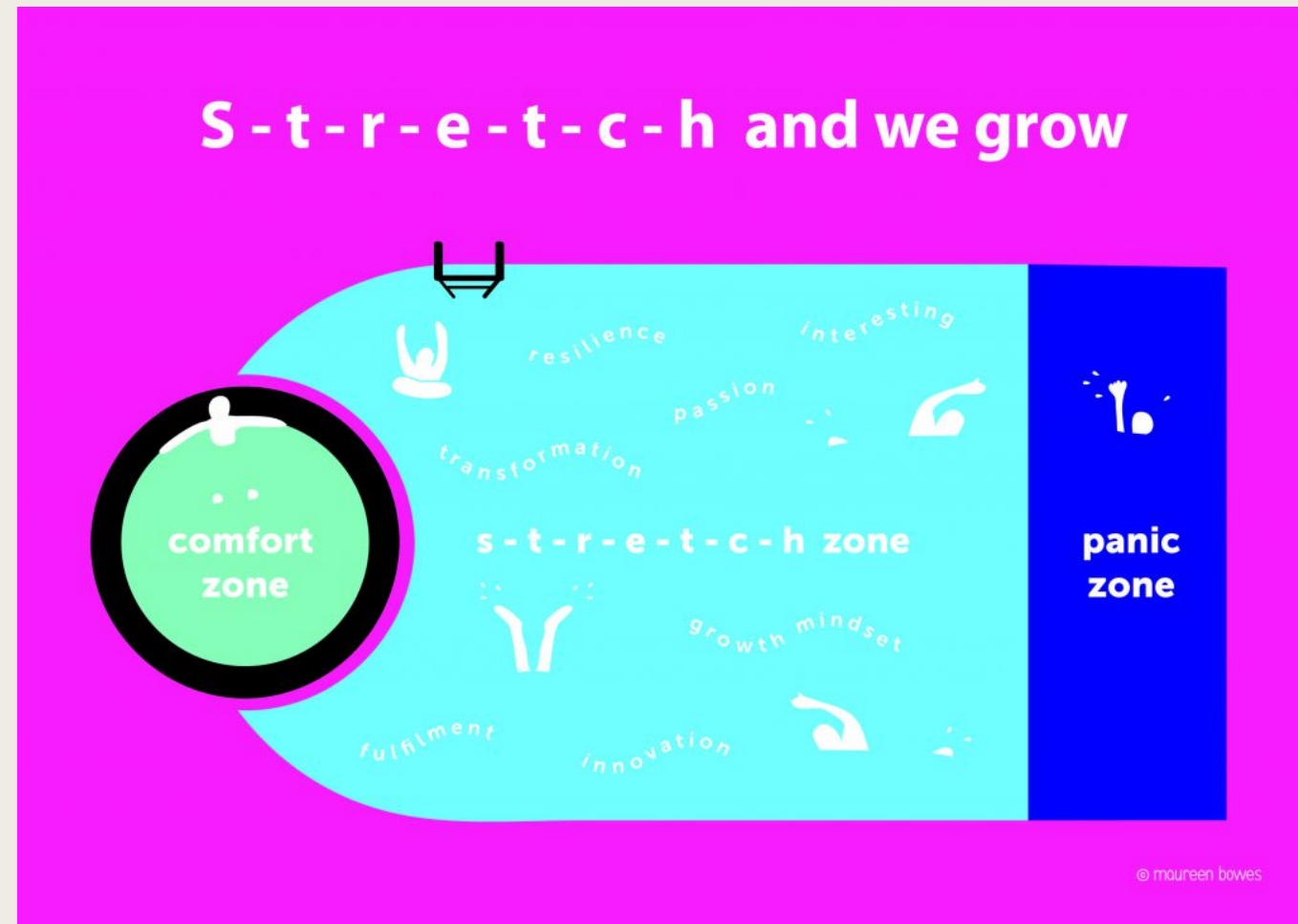
Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Your questions for today

- How is it that, at least for some pupils, a significant amount of time on Friday is now not dedicated to learning? Where has this extra time come from?
- The extrinsic reward of 'you time/reward time' for completing tasks remains deeply troubling to me. The converse of missing out on this if children have not completed their tasks (as they were not supported or directed sufficiently) is a punishment and I cannot think of this as anything other than utterly wrong
- The 'reward time' feels like a very extrinsic motivator and the failure to achieve this 'reward time' feels a lot like punishment to those children struggling to get through their tasks.





Personalised Learning Time (PLT)



'Your Time'

Option 1	Option 2	Option 3	Option 4
Drawing/Doodling/ Colouring in	Lego/K'nex	Playing a board/card game with a friend	Listen to or create some music
Option 5	Option 6	Option 7	Option 8
Play an educational game on the iPad	Find out more about something that interests you.	Go for a walk/jog outside (must be with a partner)	Reading/Story Writing

Investigate

Apply

Practise

Stretch

Your Questions

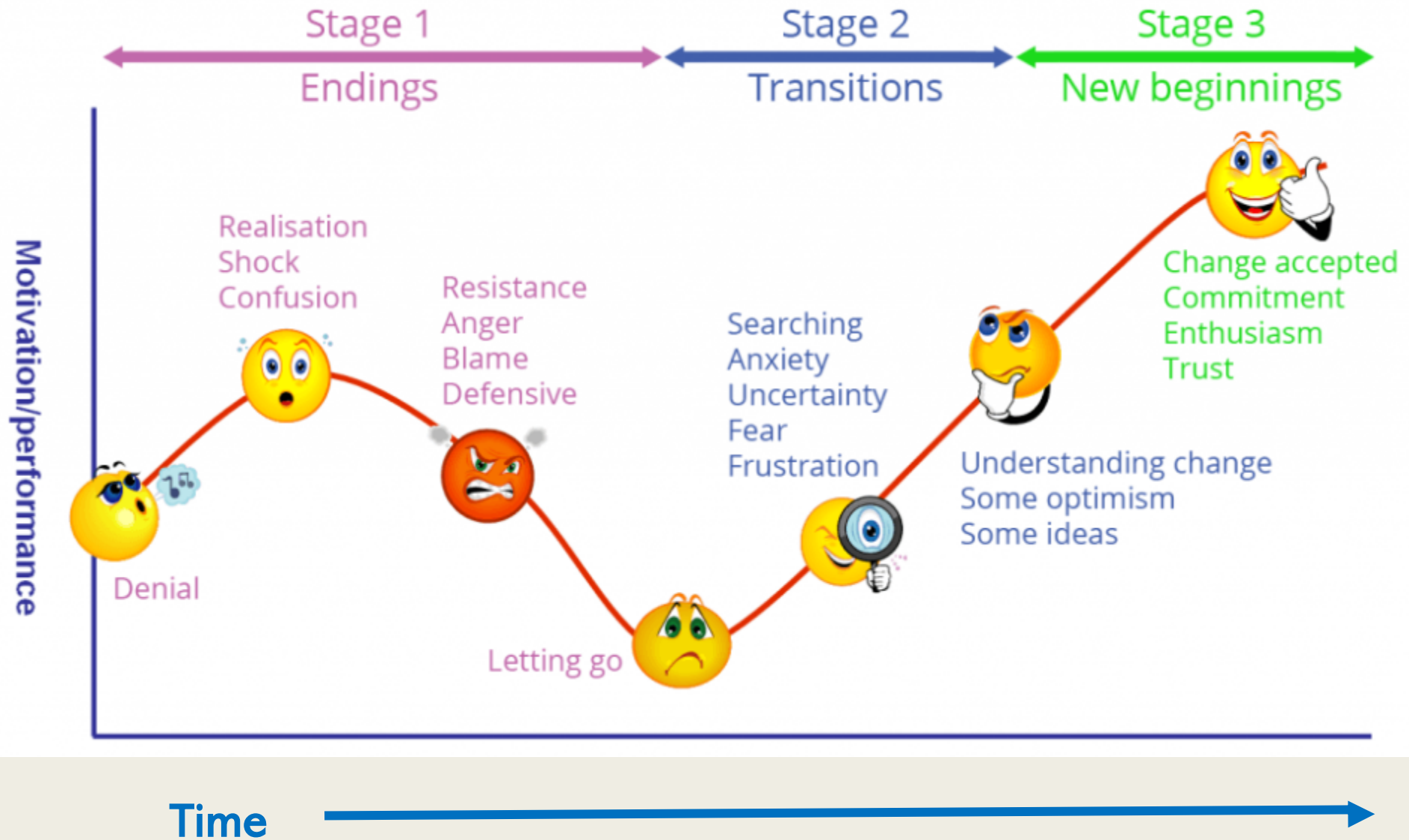
- I would be keen to hear more about how tasks are monitored and how feedback is given, for example, do the children move straight on to the next task or do they have to have the last task signed off before they can move on?
- Also, we assume PLT work is reviewed by the teaching staffing so any mistakes etc. can be picked up.

Communication

- I keep meaning to email to say thank you to all the school staff for inviting us into their classrooms on Tuesday - we loved seeing our boys looking so relaxed and happy in their classrooms.
It was also really helpful to see PLT in action and helped me to understand how that works.
- The open morning gave us much more of an idea of how PLT time is spent, and how with teacher led support the children get more of a chance to be independent and make their own mistakes
- Thank you for organising this event – it sounds really useful
- As a parent it feels like the very minimum of information has been given to us, and I have really struggled to grasp what is involved in this entirely new method of teaching
- ...does this mean that it is an experimental approach? If so it is troubling that we as parents were not consented before it was implemented
- I would like to know if there is any reason it has been so poorly received.

The school budget....

We have seen many children leave the school, and as the classes get smaller so the funding reduces which leaves us worried for the future.



My top ten positives of PLT

1. More focussed teaching time for every child
2. More personalised approach means greater challenge and support for every child
3. Feedback is immediate and children can act on it straight away
4. Opportunities to develop children's independence
5. Opportunities to develop children's organisation
6. Development of learning behaviours which were impacted by Covid lockdowns
7. More time spent on the wider curriculum leading to better outcomes
8. Children who enjoy a wider curriculum subject or are gifted in a subject have more time on that subject
9. Teachers are less burnt out by the demands of meeting everyone's needs in a system which is no longer fit for purpose
10. Teachers spend more time with each child so learn more about each child and their needs