

Case Study: The Coleridge Challenge

Development of a simplified Individual Learning Plan & Initial Assessment

'Assessment and learning: involving the learner'. LSC funded project.



The context:

The Coleridge Centre is a Primary School and Children's Centre also offering full day, crèche facility, out of school provision and adult learning. We offer a range of courses within the setting e.g. Childcare Apprenticeships for young people, NVQ (National Vocational Qualification) in Youth Work, SfL (Skills for Life) & Family Learning entry level – level 2 with the following governing bodies OCN (Open College Network), OCR (Oxford, Cambridge and RSA (Royal Society of Arts Examinations Board) examinations), & C & G (City and Guilds) accreditation. The service provides adult education in primary schools, nursery settings, libraries, Children's Centres and Community Centres.

The challenge:

Our innovation was to simplify/improve the organisation's existing Individual Learning Plan (ILP) in order to help develop learner understanding and to improve the recording of learner progress and achievement without compromising learner input, particularly taking into consideration adults with learning difficulties and/or disabilities (LDD).

What we did:

In order to develop and implement the new improved ILP a series of actions were carried out.

- A meeting was arranged with the Foundation Programme Manager & tutors, Family Learning (FL) and Work based Learning (WBL) to discuss ideas for developing a simplified ILP (12.10.09).
- Ideas generated from the meeting were collated and a suitable format for the ILP and appropriate wording were agreed upon. (23.20.09).
- Team developed a draft ILP (23.10.09)
- Team agreed that ILP was not capturing enough evidence and therefore a simplified initial assessment would be devised and carried out prior to the completion of the ILP.
- Tutor Evaluation of the ILP/Initial assessment and feedback received - ILP revised as appropriate (30.10.09.)

- ILP/Initial assessment piloted with adult learners from a variety of groups within the centre including FL & WBL (06.11.09.)
- Learner/tutor feedback collated, discussed and ILP/Initial assessment revised accordingly (17.11.09).
- ILP evaluated by the Quality Assurance Team (20.11.09).
- ILP revised as appropriate (23.11.09)
- Implement ILP (27.11.09).

Future intervention/innovation:

The tutor supporting LLDD learners is required to communicate in non-traditional ways to assess learner needs, it has been decided therefore, that British Sign Language/Deaf and Blind Awareness training is a priority for the tutor in question (Level 1 by June 2010).

The outcomes:


- Family Learning and Work Based Learning worked as an integrated team in order to develop a new ILP/Initial Assessment that would both simplify and ease the assessment process for learners with LDD.
- Piloting the new ILP/Initial assessment gave adult learners the opportunity to voice their opinions and the autonomy to decide what would work for them.
- The experience as a whole has identified gaps in tutor training that will be addressed as part of the tutor's continuing professional development.

The impact:

- Adult learners/tutors reported that the new ILP/Assessment was 'less threatening' and easier to understand/complete.
- Opportunities were provided to share practice across two teams and by piloting the new forms adult learners were also given the opportunity to support in the development of a new innovative practice.

Supporting documentation:

- Individual Learning Plan
- Initial Assessment (Use in discussion & 1:1 support)

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Individual Learning Plan

Name: **John Brown**

Start Date: **18.12.09**

Course: Childcare Level 1

Venue: Coleridge Centre

I am doing this course to *(please tick)*:

- help my children
- get a qualification
- to gain confidence
- learn something new
- meet new people
- to have fun

Learner support agreed: Write: **Example: Spelling and handwriting: Spell correctly key words relating to work routines e.g. Childcare.**

On this programme I want to...

Date	Goal	Achieved	Date
18.12.09	Write and spell correctly six words from the 'Childcare' word list e.g. absence, attendance, appropriate, acceptable, behaviour and babies by 07.01.10.	John Brown	07.01.10

Tutor comments

Learner signature _____

Tutor signature _____



Guidance on completing the Individual Learning Plan

1. Individual Learning Plans (ILPs) are used to support learners to achieve their goals. Tutors and learners should agree the aims and identify: A) Prior Learning; B) Any learning needs/disabilities and C) Specific objectives (which may include qualifications).

2. Tutors and learners should fill in this first part together on the first day or first meeting between them. Details should include: A) Learner name and start date; B) Course and venue.

3. Tutors should identify learning needs/disabilities learners may have; and any action taken to help

4. Tutors should ask learners to identify an aim they wish to work towards then together; they negotiate challenging but realistic targets.

5. Tutors should assess understanding on on-going basis and record progress every 3-4 weeks, e.g. when a theme is completed and before starting a new one. Tutors should comment on learners' progress using clear and helpful tips.

6. The tutor should note whether the learner has:

Achieved his/her objective and targets (If not, state the reasons and the action taken).

The tutor should note whether the learner has been given information/advice on further learning opportunities (locally).

Initial Assessment

Please discuss the assessment with your tutor and then tick the areas that you need help with and those you can do already.

Tutor: to give examples for each section listed ([please refer to guidance notes](#)).

Assessment Objectives	Knowledge, understanding and skills tick ✓ what you can do already:	I need help with:
Write legibly using correct spelling	Spell correctly <ul style="list-style-type: none"> • Common words • Key words • Words with common spelling patterns 	
Write using correct grammar and punctuation	Write complete sentences: <ul style="list-style-type: none"> • Use appropriate order • Use simple and compound sentences Use correct basic grammar: <ul style="list-style-type: none"> • Use Common verb tense - past, present, future as sense requires • Make verb and subject agree Use punctuation correctly e.g. Capital letters, full stops, question marks, exclamation marks.	
Write to communicate information and opinions	Write documents, e.g. forms, notes, records, emails, narratives, simple instructions, short reports. Plan and draft writing. Organise writing in short paragraphs. Sequence chronological writing. Proof-read and correct own writing For spelling and grammar.	

Name: _____ Date: _____



Initial Assessment Guidance Notes

The initial assessment is to be tutor led e.g. each section should be discussed with the learner and examples given to ensure clarification of meaning. The learner may then be encouraged to select which areas they require support with. Please see examples below.

1. Write legibly using correct spelling:

- Common words e.g. high frequency words (Dolch list) it, the, all, be etc.
- Key words e.g. days, times, numbers, their own name and address, children's names etc.
- Words with common spelling patterns e.g. ee (feet), ea (seat).

2. Write using correct grammar and punctuation:

- Use appropriate order e.g. understands that the choice of how to organise writing depends on the context and audience. Understand that some writing is sequenced by order of events in time.
- Use simple and compound sentences e.g. I hate curry (simple sentence), I hate curry but I like Thai food, compound sentence using a conjunction).
- Use common verb tense - past (yesterday), present (today), future, (tomorrow).
- Make verb and subject agree: e.g. First person (singular) I like bananas, (plural) we like bananas.

3. Write to communicate information and opinions:

- Write a document e.g. forms, notes, records, emails, narratives, simple instructions and short reports. Understand how to plan and draft writing, organise writing into short paragraphs, sequence chronological writing, proofread and correct own writing for spelling and grammar.