

**Case Study: Planning and assessing with the learner.**

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

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**The context:**

Springboard Sunderland Trust started in December 1975 as a joint project between CSV and Sunderland Borough Council Social Services. The original plan was to provide world wide training for young people interested in working and gaining skills under the job creation programme. It has grown into a large and vibrant organisation with excellent premises in Sunderland, South Tyneside, Peterlee and Hartlepool.

Springboard is committed to a policy of non rejection and meeting needs and is in the process of developing an individualised approach to learning in an attempt to cater for the training needs of both adults and young people. Provisions for training of people with specific disabilities, for those who are homeless, have mental health problems or those who have no where else to go are a priority.

**The Challenge:**

To develop a Skills for Life review sheet, which will involve the learner in the planning and assessing of their own learning. On induction learners complete diagnostic assessments in numeracy and literacy and they are usually aware of their weak areas, by discussing these and agreeing on what targets to set the learner is given an opportunity to be more involved in the planning process and therefore, more engaged. The learner will also discuss after a period of 4 weeks whether they feel that they have achieved the targets set or if they need more practice. The sheet will be kept in their personal and working files. The sheet will be available to all tutors involved with the learner.

**What I did:**

I discussed with the other tutors what they would like to include in a review sheet and then decided that the format should follow that of the e2e passport.

To be included in the form:

- targets for the 4 or 6 weekly reviews
- the learner's qualifications
- if the certificates had been seen
- achievements and dates gained
- tutor and learner set targets
- has the learner achieved the targets
- does the learner feel that the targets have been met
- new targets set by both tutor and learner.

**The outcomes:**

As a result of this project we were able to produce a document which is:

- Used to aid the review for the e2e passport
- Used to keep the vocational tutors up to date with the learners' achievements
- Retained in learners' personal files as a record of achievement
- Retained in the learners' working file for reference

**The impact:**

The development of a written record of the targets set and to be achieved.

- Allows reflection at the initial stage of development
- Is a valuable source of information which can develop the reflective learner
- Can be used to provide necessary information to other tutors in the organisation
- Helps learners to take control and set own learning targets

**Next steps:**

- To liaise with SFL team re implementation of the review sheet
- To demonstrate the significance of completing the new review sheet either as a paper or computer based copy

**Supporting information:**

- Skills for Life Review

**SPRINGBOARD  
SUNDERLAND**

**For further information contact:**

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## SKILLS FOR LIFE REVIEW

NAME:	PROGRAMME:	PLACEMENT OFFICER:
START DATE:	END DATE:	REVIEW PERIOD:
GCSE:	CERTIFICATES:	
SKILLS FOR LIFE TUTOR:	QUALIFICATION:	ATTAINED:
TARGET		LEARNER'S COMMENTS
TARGET ACHIEVED		LEARNER'S COMMENTS
NEW TARGET		LEARNER'S COMMENTS
TUTOR SIGNATURE:		LEARNER'S SIGNATURE:
DATE:		DATE: