

# Individual learning plans in Foundation Learning at Key Stage 4

Foundation Learning Support

**LSIS** LEARNING  
AND SKILLS  
IMPROVEMENT  
SERVICE



# Individual learning plans in Foundation Learning at Key Stage 4

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# Introduction

1  
*Foundation Learning  
tier: 14–19 Delivery  
Guidance for 2009/10,*  
Qualifications  
and Curriculum  
Development Agency  
(QCDA)/Learning and  
Skills Council (LSC)

2  
[www.dcsf.gov.uk/14-  
19/index.cfm?go=site.  
home&sid=57](http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=57)

A number of drivers are accelerating the use of individual learning plans (ILPs) within the 14–19 phase. Although the use of ILPs is often well established in some post-16 settings it is sometimes less well developed at Key Stage 4. This resource focuses on implementing ILPs within Foundation Learning programmes at Key Stage 4. The Foundation Learning delivery guidance<sup>1</sup> refers to the need for learners to have their learning planned and recorded through an ILP.

An ILP becomes important with the greater flexibility and choice for learners at Key Stage 4, and even more so with the increasing range of progression routes from age 16. Teaching teams are recognising that ILPs are a powerful motivational tool that enables young people to chart distance travelled in their learning and make informed choices about their learning experience.

The 14–19 reforms make it clear that part of the entitlement for young people is to ensure that ‘the learner is given the opportunity to participate in the review, evaluation and shaping of their own learning’.<sup>2</sup> ILPs are an essential part of the process for providing appropriate support and learning which is suited to the learners’ needs.

The process of developing and using ILPs supports personalisation and Assessment for Learning (AfL) in using evidence and dialogue to identify where young people are in their learning, where they need to go and how best to get there. AfL requires learners to have a clear understanding of what they are trying to learn, how they can recognise achievement, what ‘being good at it’ looks like, and the big picture of why they are learning this in the first place.

This resource includes effective practice guidance, examples of emerging practice in the use of ILPs within Foundation Learning programmes, and reflective prompts. These can be used to support staff development or to help the reader consider actions that might be required in further developing the use of ILPs in their organisation. The resource is divided into five sections:

- The first section covers the purpose of ILPs and their importance in Foundation Learning programmes.
- The second considers the processes that support the effective use of ILPs.
- The third looks at the importance of clear roles and responsibilities in effective use of ILPs.
- The fourth looks at how to support learner involvement in the ILP process.
- The final section includes an ILP implementation and improvement checklist, developed through work with Foundation Learning test and trial schools, sources of additional information and examples of ILP models.

3  
*Foundation Learning tier: 14–19 Delivery Guidance for 2009/10, QCDA/ LSC 2009*

4  
*Foundation Learning Tier: Interim Guidance, LSC/Qualifications and Curriculum Authority (QCA) May 2009*

## What is Foundation Learning?

Foundation Learning is the national suite of learning for 14–19-year-old learners working predominantly at entry level or level 1.<sup>3</sup>

The overarching aims of Foundation Learning are to:

- support improved engagement, participation, achievement and progression through entry level and level 1 towards level 2 or, where relevant and appropriate, towards other destinations such as supported employment and independent living
- bring coherence to programmes of study at entry level and level 1 to support progression for young people and adults, including supporting the full participation of all young people in learning
- ensure learners gain a minimum level and range of skills providing a sound foundation for further learning and employment
- support the delivery of quality learning programmes that are personalised and appropriate to the learner's needs, which help to encourage raised aspirations and a culture of lifelong learning.<sup>4</sup>

Foundation Learning is designed to support young people to progress at their own pace. It includes opportunities for progression, including horizontal progression, for those learners with learning difficulties and/or disabilities and for those learners with a Statement of Special Educational Needs.

Current arrangements for learners at entry level and level 1, for example in terms of the Key Stage 4 Engagement Programme and Entry to Employment, will be assimilated within Foundation Learning.

# 1

## The purpose of individual learning plans

This section covers:

- what an ILP is
- what ILPs include
- what the benefits of ILPs are.

### What is an ILP?

An ILP helps the learner to understand the big picture of their learning experience. It helps them to see how they are doing, what they need to do to progress and how to get there. It helps them to see how they will be supported and the opportunities they will have to develop their skills and understanding.

The use of ILPs provides a route for learners to become more involved in their learning experience. It can help them take control of their learning and keep them motivated in working towards their goals. An effective ILP is at the heart of assessment, learning, support and achievement.

The ILP is:

- a personalised map to guide each learner's journey
- a working document, owned and used by the learner, supported by teachers and others
- a record of their learning needs, strengths, long-term aspirations and the progress learners are making
- a communication aid between the learner and those who support the learning process
- a way of making and reinforcing links between vocational, personal and social, and functional skills learning.

The Foundation Learning delivery guidance identifies the need for each learner to be working towards a personalised learning programme. This should be planned and recorded through an ILP.

## What do ILPs include?

The ILP outlines a coherent learning experience that is based on a learner's starting point and their progression aspirations. ILPs include information on how learning is planned and recorded in:

- vocational/subject learning
- personal and social development learning
- functional skills.

Some organisations also include GCSE learning, work placements and reference to the Key Stage 4 statutory expectations in their learners' ILPs.

Over time the ILP tells a story of the progress a learner has made. Where providers and schools collaborate to deliver Foundation Learning programmes, the ILP will provide a summary of how learning is planned both in and out of school.

In practice, this means learners work with their teachers, tutors and others providing information, advice and guidance (IAG) to plan and record what they want to achieve on their learning journey and agree how they will be supported. Planning and reviewing learning with the learner can help to develop learning skills. Effective use of ILPs helps learners to reflect on:

- what and how they learned
- what went well and why
- what went less well and why
- where they could use new skills and knowledge again.

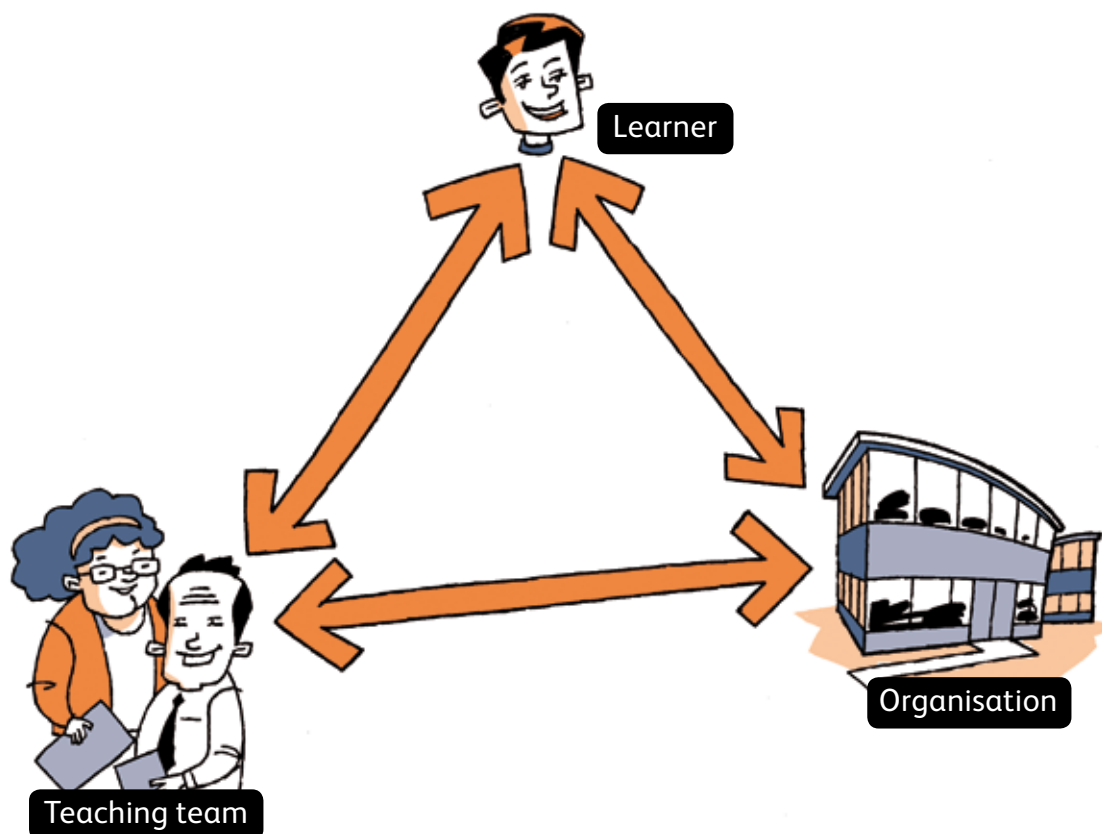
## What are the benefits of ILPs?

ILPs can play an important role in the success of teaching teams, learners and organisations (Figure 1). They put the learner at the centre of the planning process. They ensure that the learner is on the most appropriate Foundation Learning programme based on a profile of their needs and a clearly identified progression destination.

**Learners** can use ILPs to:

- take ownership of their own learning
- understand what they have achieved and what they need to do next to make further progress
- understand how they learn as well as what they are learning
- plan to practise skills by applying them in a range of meaningful contexts such as work placement, at home or in the community
- see how vocational learning, personal and social development, and functional skills are interrelated when it comes to real-life tasks.

Figure 1. Who is involved in the process of using ILPs



5 Teaching team is a generic term used to describe the teachers, trainers and tutors involved in teaching and facilitating the learner's Foundation Learning experience. These staff may be drawn from a variety of organisations including schools, further education providers, work-based learning providers and voluntary-sector organisations.

The **teaching team**<sup>5</sup> can use ILPs to:

- involve learners in self- and peer-assessment review of progress
- share information with colleagues across sites regarding learner support needs and progress
- plan opportunities for learners to extend their learning through work placements, projects and enterprise activities.

**Organisations** can use ILPs to:

- move towards greater personalisation
- evaluate learners' responses to new programmes
- monitor the learner's experience across several sites and support improvement
- record accredited and non-accredited learning.

### Reflective practice

- Consider the learner: what will a learner gain from the ILP process?
- Consider the school: what do teachers need to gain from the ILP process?
- Consider off-site providers: what do they need to gain from the ILP process?

# 2

## Supporting the effective implementation and use of ILPs

This section covers:

- how to get started with a three-stage process
- when to introduce ILPs
- how to make effective use of ILPs.

### Getting started with a three-stage process

An effective process for planning and reviewing learning is centred on the learning and support needs of learners. It identifies the support and opportunities required to maximise learning and facilitate the progression of young people across transition points between Years 9 and 10, and between Years 11 and 12. It motivates young people by capturing their progress and achievements and helps them develop a clear understanding of what they need to do next to make further progress.

When preparing to implement ILPs it can be helpful to consider a simple three-stage planning and review process:

- 1 Identify learning and support needs** to find out where the learner is starting from and what they are aiming to achieve.
- 2 Create a learning plan** that maps the route they will take.
- 3 Undertake inclusion reviews** that track the progress the learner makes.

## Getting started with ILPs

### STAGE

1

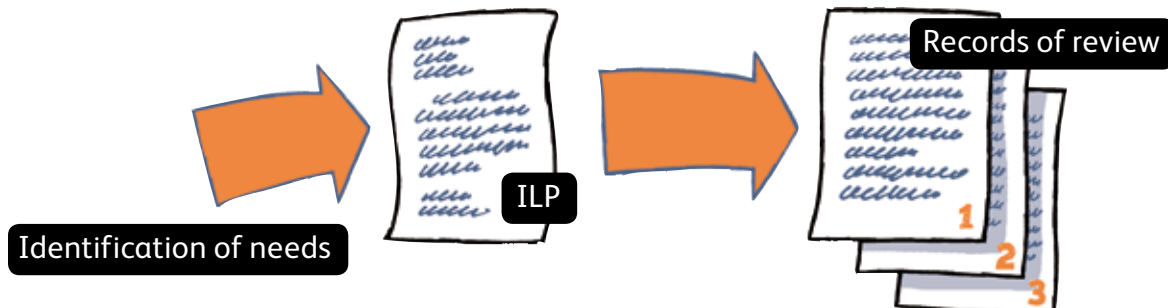
**Identify learning and support needs**

2

**Create a learning plan**

3

**Review progress**



### HEADLINES

- What have I achieved?
- What am I good at?
- What do I need help with?

- What do I want to progress to?
- What skills do I need to develop to get there?
- What will my overall programme look like?
- How will my learning be accredited?

- What progress have I made?
- What do I need to do next to make further progress?
- How will I be supported?

### PROCESS

The process should capture:

- a picture of the learner's learning history, for example their patterns of attendance and attitude towards learning
- the ways that they prefer to learn
- prior achievements, including their current English, mathematics and ICT levels
- personal and social development needs
- vocational interests, hobbies and ambitions
- any learning difficulties
- personal circumstances and support needs, if appropriate.

The plan will outline:

- the learner's anticipated progression destination at the end of Key Stage 4
- the skills, knowledge and experience they will need to develop to progress, including vocational/subject learning, personal and social development, and functional skills
- the qualifications that will accredit their learning
- planned work placements or work tasters
- any social or learning support the learner is likely to need to be successful
- relationships with Key Stage 4 statutory expectations.

The review will involve:

- evaluating progress against the overall ILP and any short-term targets previously identified
- agreeing new targets to focus activity to the next planned review
- identifying how the teaching team will offer support to enable the learner to achieve their targets.

## Stage 1 Identify learning and support needs

The aim is to build a clear picture of where the learner is starting from and what must be put in place to ensure that they achieve their desired progression outcome.

It is important that the picture you capture includes the learner's existing skills and the skills that they will need to develop further.

Much of the information on learner needs will already exist and can be gathered from a variety of sources such as:

- Key Stage 3 teacher assessments
- the learner's previous work
- details of statement or special educational need or school action plus needs and any related recommendations
- medical information
- reports from other agencies, for example special educational needs coordinators, Connexions and individual teachers.

In addition, you may well want to consider conducting some additional assessment activities. These could include:

- setting up practical sessions that allow the learner's skills to be observed
- involving the learner in self- and peer assessment
- using structured literacy and numeracy assessment tools
- providing hands-on vocational skills tasters
- vocational assessments.

It can be tempting to feel that staff in the school already know learners very well by the end of Year 9 and forgo additional assessment. The process of bringing together a picture of the learner's strengths and learning needs is important in helping the learner to establish a starting point for their Foundation Learning programme. It also ensures that off-site staff can plan appropriate experiences based on the learner's needs.

## Stage 2 Create a learning plan

Once the learner's needs and destination have been clearly identified at stage 1, the plan should be agreed between the learner and their school.

Some Foundation Learning pilot sites consider the ILP as a learning contract that the learner, their tutor and any off-site providers sign up to.

An ILP is only of any real use when it informs the teaching and learning opportunities and support that the learner has access to. For this reason it is important that ILPs are used as working documents and reviewed and updated regularly.

### Stage 3 Undertake ongoing reviews of progress against the targets set within the plan

Progress reviews should take place as required by the learner's needs. Learners on Foundation Learning programmes often make progress less quickly than their peer group; many schools involved in the Foundation Learning pilot consider termly reviews to be a minimum expectation. Some have adopted a half-termly review process.

National strategies reinforce the importance of learning targets:

**‘Ambitious target setting is critical if learners are to achieve the educational outcomes of which they are capable. This longer-term target setting needs to be underpinned by an ongoing target-setting process which involves specific learning targets.’**

[www.nationalstrategies.standards.dcsf.gov.uk](http://www.nationalstrategies.standards.dcsf.gov.uk)

The progress review will involve the learner and staff in evaluating the progress that has been made against the overall ILP and any short-term targets agreed at the last review. Effective practice involves supporting learners to prepare for their review; some schools use pre-review discussion groups or learning logs to support preparation. The review will involve discussing progress and identifying what needs to happen next to make further progress.

The review should be recorded and made available to staff involved in teaching the learner.

### When do we introduce ILPs?

There are no fixed rules for introducing ILPs. Some schools use them from the beginning of Key Stage 3; others introduce them at the start of Key Stage 4.

It is important that all learners have an ILP. The Foundation Learning delivery guidance refers to ILPs, specifically the need for:

- each learner to have a personalised programme planned through an ILP
- regular reviews to be recorded using an ILP
- every learner to undergo an initial review in order to identify their skills profile and support needs, and for these needs to influence the learning plan.

### Example of practice

One local authority encourages all off-site providers to use a common learning plan template from the beginning of Year 10. The plan covers the qualifications the learner will work towards, the days and times when learning will take place, the learner's career aspirations, and their targets for the school year. The overall ILP is reviewed every four weeks by the off-site provider with an emphasis on helping the learner to understand the progress and achievements they have made. The review provides an opportunity to develop a short-term action plan with the learner. This identifies targets and how the learner will be supported to achieve the targets in the period to the next review.

### Making effective use of ILPs

The quality of ILPs will be determined by how important they are considered to be within the organisation. Good practice includes monitoring their use, as part of the school self-evaluation process, and identifying actions for improvement.

Schools involved in the Foundation Learning pilot are using a variety of methods to monitor the quality of their ILPs, including:

- observations of staff and learners using ILPs
- collection and analysis of feedback from learners, staff and partners
- analysis of targets achieved and the extent to which learner needs are reflected in the plan
- peer reviews of the use of ILPs across teaching teams.

### Reflective practice

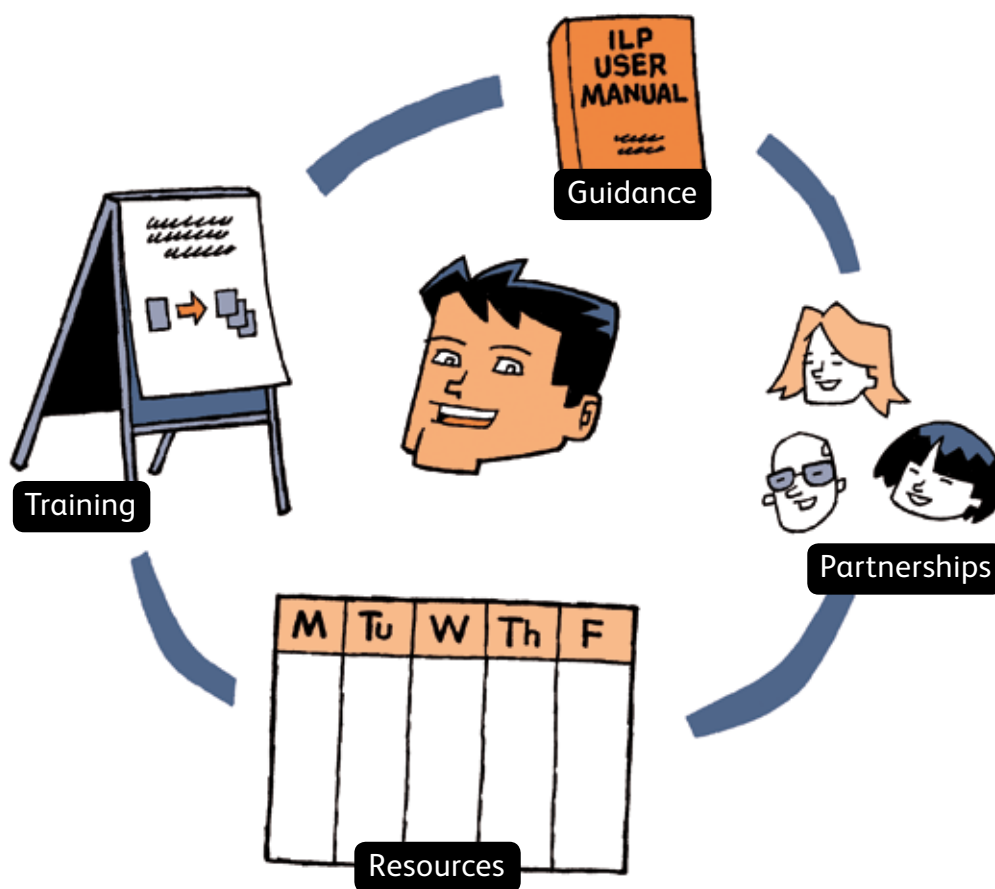
- Who will be responsible for:
  - leading the identification of learning and support needs for each learner?
  - negotiating and agreeing the overall learning plan?
  - leading the progress reviews?
- How will you use the information generated through the ILP process?

# 3 Roles and responsibilities

This section covers:

- partnership arrangements
- staff training
- staff guidance
- resources.

Figure 2. Roles and responsibilities



## Partnership arrangements

The process of planning learning is dynamic. Learners will pass through several cycles of planned learning and progress review. Effective practice encourages learners to ask questions about their learning. It is important that learners have a clear relationship with a member of staff who can facilitate the development of a meaningful ILP. The role of this individual is to create a climate in which learners can negotiate and contribute to their own learning plan.

ILP arrangements will require planning to ensure that they cover all stages in the learner's journey through Key Stage 4, including:

- the learner's transition into Year 10
- identification of the learning needs
- planning and delivering their learning programmes
- reviewing progress
- recognising and accrediting achievement
- supporting progression from Year 11.

It is important that ILP arrangements are:

- clearly and positively communicated to staff and learners
- supported by staff development
- inclusive, and enable learners with learning difficulties or limited literacy skills to be active participants in the planning process
- coherently linked to other organisational procedures and plans, such as staff recruitment, teaching and learning, and 14–19 developments.

Where partnerships are considering electronic ILPs, they will wish to consider links between their ILP and the new common application processes<sup>6</sup> being introduced into the 14–19 phase.

6

For further information on the Common Application Process (CAP) see [www.14-19prospectusforum.com/faqs](http://www.14-19prospectusforum.com/faqs)

### Example of practice

A large work-based provider has given training to staff on using ILPs. The provider offers vocational learning opportunities to learners drawn from multiple schools who work in mixed groups. As a result the provider has devised its own ILP. Staff have been trained in:

- using the outcomes of an initial assessment of learners' needs to plan learning
- identifying long-term and short-term learning targets
- effective practice in learner progress reviews
- effective recording of planned learning.

The organisation regularly samples the quality of ILP documents. Staff are periodically observed working with learners to plan an ILP and when leading progress reviews. The outcomes of these monitoring activities are used to identify further continuing professional development (CPD) needs.

## Staff training

As we move towards increased personalisation it will be a priority to develop a critical mass of staff who are adequately trained and provided with sufficient time to manage, implement and review ILPs across the organisation. Subject specialists may have little experience in implementing ILP processes within previous roles. Staff development opportunities will be important and are likely to include:

- the scope and role/purpose of ILPs in your organisation and, where appropriate, their use across partnerships
- ILP procedures, including the implementation and review of targets that have been set
- engaging learners in the ILP process
- partnership working arrangements
- opportunities to peer review exemplar ILPs.

## Staff guidance

Effective practice includes the production of guidance for staff on using ILPs. Experience from the Foundation Learning pilot indicates that teachers value guidance notes covering the use of any recording documents. These working instructions can be used as part of the induction programme for new staff, trainee teachers and the wider workforce. They can also be included within partnership service level agreements and can provide a basis for monitoring the quality of ILP use.

### Example of practice

One local authority and its Connexions service decided to encourage best practice and provide flexibility across schools through the development of a standards-based ILP toolkit. The authority wanted to avoid issuing a standard ILP template. This enabled schools and other partners to use their own ILP documentation if it met the shared standards.

The toolkit contains a set of ILP standards statements and self-assessment prompts. Schools review their own arrangements for ILPs using the self-assessment prompts and associated guidance. The toolkit identifies a four-part model for the standards. The four parts cover:

- the identification of young peoples' learning needs and IAG
- planning learning to meet individual needs
- reviewing young peoples' progress
- a whole organisation approach to leading and managing learning plans.

## Resources

Operational plans and timetabling need to take account of ILP processes. Planning and reviewing learning at an individual level is important if a greater proportion of learners are to make progress towards the Level 2 threshold. Management teams will need to make decisions about who will review learner progress, how information will feed into this progress and how often reviews will take place.

The format of the ILP will need to be agreed. Some areas have developed electronic ILPs that are used across the consortia delivering the Foundation Learning programme. This means that as the learner moves between organisations they can access their ILP. This allows their targets to be supported and reviewed. Others are using paper-based systems and some are using a standards-based approach that allows organisations to use their own preferred ILP format if minimum standards are met.

### Reflective practice

- Do staff understand their role in using and supporting the development of ILPs?
- When are ILPs reviewed and updated?
- What changes, improvements or additions need to be made to your current ILP arrangements?

# 4

## Supporting learner involvement

This section covers:

- familiarisation
- guidance
- learning logs
- inclusion
- Every Child Matters.

### Familiarisation

Learners may be unfamiliar with ILPs. The induction to a Foundation Learning programme provides an opportunity for learners to begin acquiring the skills they need to plan learning and reflect on their experiences. For many learners this induction may be at the end of Year 9 or the beginning of Year 10.

Sometimes ILPs can be seen as an additional workload by both learners and staff. It is important that the ILP process is presented positively. Many awarding organisations now offer Qualifications and Credit Framework (QCF) units which can be used to accredit the learner's role in planning and reviewing learning. ILPs and records of progress reviews can form a source of evidence for these units.

### Example of practice

One college is accrediting its induction process for Year 10 learners on an engagement programme using the QCF unit 'Introduction to Developing a Personal Learning Programme' (D/500/4687). Another school is working with an offsite provider, using the QCF unit 'Induction to Study' (Y/500/8902) to accredit its introduction to ILPs.

### Guidance

Learners are likely to need support to understand both their role in planning learning and the role of teachers, mentors and off-site providers. A learner-friendly guidance document or a short video on ILPs can be useful for learners. They are likely to need considerable guidance and help in making a contribution to the development of their overall ILP, particularly where the outcomes of specialist assessments for literacy and numeracy are being used as a basis for planning learning.

The role of the teacher is essential in supporting learner involvement in the production and review of their ILP. Learners will have a significant role in contributing to their progress reviews and sharing their understanding on the progress they have made. Developing reflective and planning skills is likely to be important for all learners. Most of them are likely to require support from their teachers/tutors in contributing to the development of appropriate learning targets. The role of the teacher in planning and reviewing ILPs is to:

- identify how support will be provided
- help learners achieve their targets
- encourage learners to reflect on their learning and participate in the planning process
- provide feedback on the progress made by the learner
- ensure parents/carers are involved, as appropriate.

### Example of practice

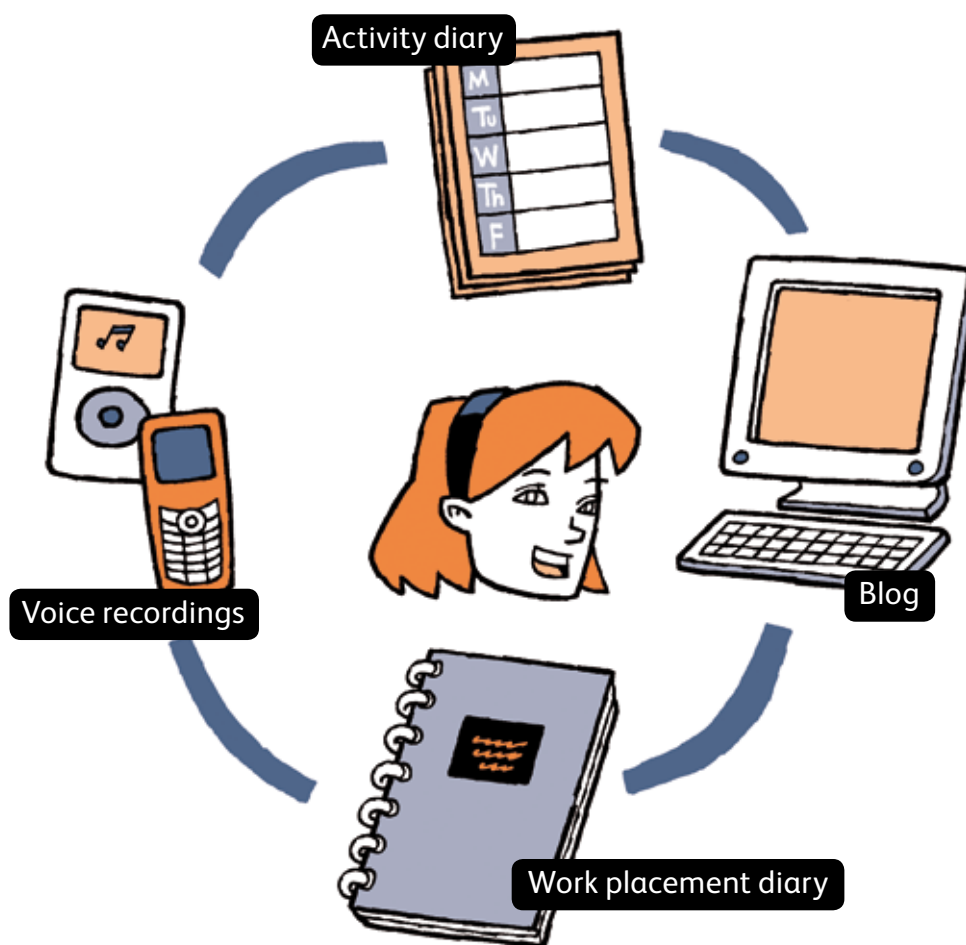
One organisation has developed a learner handbook. This includes information on qualifications, teaching and learning approaches, and ILPs. The handbook describes the learner's role in planning their personalised programme. The handbook includes key contact details, equality information and health and safety information.

### Learning logs

Good practice indicates that, wherever possible, a single learning plan should be used to provide a holistic overview of a learner's programme. This can present difficulties when it comes to the learner's review, as the work the learner has done with several teachers has to be brought together to create one picture. Some schools are using learning logs, which enable them to bring together the pieces of learning into one learning plan.

Learning logs provide an accessible way for learners to engage with the ILP process, developing their planning and reflective skills and beginning to take ownership of the learning process.

Figure 3. Learners can record their experiences in a variety of ways



Learning logs:

- support learners in remembering what they have achieved and found difficult when they participate in a review with one member of staff
- help learners to develop reflective skills
- can be electronic or paper-based but they should be the responsibility of the learner
- allow unanticipated learning to be captured
- provide an additional source of learner voice about what is being enjoyed and valued.

Learning logs can take many forms including voice recordings, blogs, and work placement and weekly activity diaries (see Figure 3).

### Example of practice

One school produces learning logs covering six-week blocks. Learning logs are discussed with tutors informally during sessions. Learners are also prompted to record both what they learned and how they learned during sessions. Formal progress reviews take place at the end of each half term. Reviews begin with the learner describing what they have learned and what they have enjoyed. They use their log as a memory aid. Completed logs are filed, in school, at each half-term progress review. Learners who lose their log can never lose more than six weeks of records and replacement logs are freely available.

### Inclusion

Teachers working with learners with learning difficulties and/or disabilities have a long track record of using individual learning or education plans. In mainstream schools there can be a risk of overlooking accessibility issues as ILPs are implemented. You will need to consider how learners with low literacy levels, English as a second language, learning difficulties or disabilities will be able to access the ILP process.

### Every Child Matters

ILPs can provide valuable sources of evidence on some or all of the five key outcomes of Every Child Matters (ECM). Learners' involvement in community projects (make a positive contribution), work experience (achieve economic well-being) and their achievement of qualifications can contribute to meeting the outcomes of ECM. ILPs can be used to set targets and show evidence of progress made by the learner (enjoy and achieve). Records of learner reviews and learning logs provide clear evidence of learners developing an understanding of safe working in vocational settings (safeguarding).

### Reflective practice

- Do your learners have a clear understanding of the purpose of ILPs as they move into and through their programme?
- How will learners with low literacy levels be able to use ILPs?
- How can ICT be used to develop ILPs and capture progress?

# 5

## Taking action

This section provides:

- an ILP implementation and improvement checklist
- sources of additional information
- examples of ILP models.

This section will help schools and other providers to review their current arrangements for ILPs and identify the actions they will need to take.

The ILP checklist can be used whole as presented here, or it may be more appropriate to use sub-sections of it with specific audiences. The sources of additional information refer to both ILP-specific resources, often titled as personalisation, and more generic Foundation Learning resources.

There are multiple examples of electronic and paper-based ILPs and a simple web search will reveal many. The focus of this resource is on the processes and arrangements to support effective planning and learning, irrespective of the ILP templates that are used. Several examples of approaches to ILPs are contained at the end of this section.

## ILP implementation and improvement checklist

<p><b>This checklist provides an opportunity to review your current ILP arrangements using the Yes/No columns. You can also use the checklist to identify the areas you feel are a priority for development.</b></p>	<p><b>Yes</b></p>	<p><b>No</b></p>	<p><b>This is a priority for development</b></p>
<p><b>Identification of needs</b></p>			
<p>Our process for developing an ILP identifies learning needs in English, mathematics, ICT, personal and social skills, vocational/subject skills</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Our process for developing an ILP identifies other support needs and any learning difficulties</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Our process for developing an ILP identifies any career planning or information, advice and guidance (IAG) needs</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>We use a variety of methods to identify each learner's needs (discussion, staff views, written records, practical activities, self-assessments and structured assessment tools)</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Each learner's needs are shared with staff teaching each aspect of their programme</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p><b>Creation of an ILP</b></p>			
<p>The identification of learning and support needs directly influences the ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Each learner is supported to explore and understand progression options, and this influences the ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Each learner has an ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Each ILP is different and reflects the learner's needs and an identified, clear progression aspiration</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Learners are involved in the development of their ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The ILP is used as a working document</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The ILP identifies the skills, knowledge and experience the learner will need to progress in English, mathematics, ICT, personal and social skills, vocational/subject skills</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The ILP identifies long-term targets</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The ILP identifies the qualifications the learner is working towards</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p><b>Reviewing progress against the ILP</b></p>			
<p>The review process evaluates progress against the overall ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The review process assesses progress against any short-term targets agreed at the previous review</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The review process involves agreeing short-term targets as stepping stones to the long-term targets agreed in the ILP</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>The review identifies the support and learning opportunities that will help the learner to achieve their targets</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>
<p>Progress reviews take place each half term</p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>	<p><input type="radio"/></p>

**This checklist provides an opportunity to review your current ILP arrangements using the Yes/No columns. You can also use the checklist to identify the areas you feel are a priority for development.**

	Yes	No	This is a priority for development
<b>Supporting staff</b>			
Staff have been trained in using ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff have access to written guidance or working instruction on using ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have made adequate time available for developing and reviewing each learner's ILP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Partnership working</b>			
Service level or partnership agreements identify clear roles and responsibilities for using ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have agreed what learners need from ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have agreed what the school(s) need(s) from ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have agreed what off-site providers need from ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have written procedures covering the three-stage ILP process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have agreed when ILPs are introduced for each learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have involved IAG providers and Connexions in our planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Quality and evaluation</b>			
We are monitoring the quality of ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have agreed actions for improving ILP use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Templates and recording</b>			
We have agreed templates for recording each stage of the ILP process (these may be paper-based, electronic or multi-media) <i>Or</i> Partners are free to use their own templates as long as they meet minimum standards that we have agreed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ILP documents tell a story of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Supporting learner involvement</b>			
ILPs are presented positively to learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We accredit the use of ILPs using QCF units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have produced learner-friendly guidance on using ILPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We use learning logs to support learners in preparing for their progress reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our ILP process is accessible to learners with low literacy levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our ILP process is accessible for learners with learning difficulties or disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Sources of additional information

## Personalisation resources

*Personalised learning – a practical guide*

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00844-2008&>

*Why personalising learning?*

[www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/improving-outcomes-for-schools/personalisedlearning.htm](http://www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/improving-outcomes-for-schools/personalisedlearning.htm)

## Generic resources

*Foundation Learning Tier: 14–19 Delivery Guidance for 2009/10*, QCDA/LSC, 2009

<http://qfr.lsc.gov.uk/flt/support>

*The Foundation Learning Tier: Interim Guidance*, LSC/QCA, 2009

[http://readingroom.lsc.gov.uk/lsc/National/Foundation\\_Learning\\_Tier\\_Interim\\_Guidance\\_Document.pdf](http://readingroom.lsc.gov.uk/lsc/National/Foundation_Learning_Tier_Interim_Guidance_Document.pdf)

*Functional skills in the Foundation Learning Tier*, LSIS, 2009

[www.excellencegateway.org.uk/page.aspx?o=225807](http://www.excellencegateway.org.uk/page.aspx?o=225807)

*Managing delivery of functional skills*, QIA, 2008

[www.excellencegateway.org.uk/page.aspx?o=126267](http://www.excellencegateway.org.uk/page.aspx?o=126267)

A wide range of resources, information and publications are available at [www.excellencegateway.org.uk/foundationlearning](http://www.excellencegateway.org.uk/foundationlearning)

These include:

- *Getting started : the Foundation Learning Tier at Key Stage 4*
- *A quick guide to School and College Achievement and Attainment Table points in FLT Progression Pathways*
- *Effective partnership working within Foundation Learning*
- *Quick guide: What is Foundation Learning?*
- *Foundation Learning and the learner journey: a guide for colleges and learning providers*

There is an overview of resources to support the implementation of Foundation Learning programmes at [www.excellencegateway.org.uk/page.aspx?o=190340](http://www.excellencegateway.org.uk/page.aspx?o=190340)

## 14–19 Diploma resources

See [www.diploma-support.org/resourcesandtools/resources](http://www.diploma-support.org/resourcesandtools/resources)

# Examples of ILP models

This section of the resource provides an overview of some approaches to using ILPs at Key Stage 4.

## **myprogressfile**

[www.myprogressfile.com](http://www.myprogressfile.com)

myprogressfile is an online interactive system that aims to involve learners in their learning by helping them to:

- understand the value of learning and what they are aiming to achieve
- think about how they are learning, as well as what they are learning
- recognise and record what they have done well and what they need to develop
- identify how they can make progress.

The system includes an individual learning plan, which provides a flexible system for the learner to record and plan their progression, and an e-portfolio – ‘my webpage’ – so learners can disclose parts of their Progress File online.

myprogressfile.com includes:

- an individual learning plan
- an e-portfolio
- enterprise business plan, budget and SWOT analysis
- interactive questionnaires
- career management tools
- an action planner
- an activity log
- healthy lifestyle activities
- video clips of interviews with role models
- games.

myprogressfile aims to develop active and reflective learners, capable of taking increasing responsibility for managing their own learning.

## Wolverhampton Learning Partnership

[www.my-iplan.com](http://www.my-iplan.com)

Wolverhampton Learning Partnership has developed my-iPlan.com, which is an online individual learning plan for the recording, discussion, review and further planning of learning and progression.

my-iPlan allows the learner to make sense of their learning by bringing together a wealth of validated and secure information about them in one place; it enables the learner to build a coherent and holistic picture of themselves, which describes: 'This is me, this is where I want to get to and this is how I will do it.' It promotes ownership and empowers learners by allowing and encouraging them to participate more effectively and more regularly in planning and evaluating their own learning. Each learner owns their my-iPlan and gives access permissions to those who engage with their learning. Learners can record achievements, express aspirations and set and review personal targets.

my-iPlan contains a learner's current programme of study (including modular structure), which enables teachers to add formative comments as a progress history and to monitor a learner's progress in all subject areas, wherever it is delivered, and set targets to encourage further progression. It also contains a record of all reviews that have taken place, in every subject and from every provider. Teachers and those supporting the learning can use these reviews and the progress history information to complete the next review.

my-iPlan provides the tools to enable and encourage learners to reflect on their achievements, goals and ambitions, and work with those supporting them to express, refine and develop future plans.

## Michael John of Liverpool

<http://e2e.lsc.gov.uk/documents/index.htm?page=1&order=title>

Learners work with Michael John of Liverpool on hair- or beauty-related Foundation Learning programmes. Learning is planned and reviewed using an ILP based on the E2E Passport.

The ILP includes:

- a document summarising the learner's needs and the support they are likely to require
- a programme document that outlines their progression aspiration, long-term learning objectives and the qualifications they are working towards
- a series of sequentially numbered progress reviews that contain targets linked to the long-term objectives
- a moving-on plan, which provides a summary of the support that will be offered as the learner moves through the transition to further learning or employment.

## Stubbinwood School

Stubbinwood School is a special needs school with about 107 learners on roll. The school increasingly caters for learners with severe learning difficulties or profound and multiple learning difficulties. A small number of learners also have autistic spectrum disorders.

The management team emphasise the importance of each learner having a personalised learning experience. The experience is built on a plan which is developed in consultation with learners and their parents/carers.

An initial or formative assessment of the learner's learning and support needs takes place within six weeks of entry to the school. The assessment is then used to produce an individual education plan (IEP). Learners are consulted about the content of their IEPs as appropriate.

The school places great importance on developing the learner's skills and their confidence to make choices and have these recognised. Without these skills many learners' learning needs put them at increased risk of not being consulted as they move into adulthood. Within their IEP, each learner has challenging targets to work towards and these support their progress. Targets are identified through formative assessment of what each learner knows, understands and can do. Learners' IEPs are used as working documents. IEPs are always available in class for teachers to use when planning learning activities.

For further information contact **Janet Spratt-Burch**, Deputy Headteacher [info@stubbinwood.derbyshire.sch.uk](mailto:info@stubbinwood.derbyshire.sch.uk)

## Rigby Hall School

Rigby Hall School uses an individual education plan to identify individual targets in six areas:

- English
- mathematics
- life skills
- healthy living
- leisure and recreation
- work placement.

Alongside each target additional information is provided, which covers:

- the skills required to achieve the target
- the support strategy that teachers will use to enable the learner to make progress
- details of any assistance required outside the classroom
- notes on progress made.

For further information contact **Helen Bastin**,  
Rigby Hall School [hbastin@rigbyhall.worcs.sch.uk](mailto:hbastin@rigbyhall.worcs.sch.uk)

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