



**REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS
 REPORT TO SCRUTINY BOARD
 DATE: December 2006**

SUBJECT: Personalisation and Individual learning Plans

Electoral Wards Affected:

Specific Implications For:

Ethnic Minorities
 Women
 Disabled People

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Please indicate that the following have been addressed within the report:

Resource Implications:

Finance
 Personnel
 Accommodation/Buildings

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Policy Implications:

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Executive Board Decision

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Eligible for Call-in

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Not Eligible for Call-in

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1. PURPOSE

1.1 The purpose of this report is provide Scrutiny Board with information on the strategy for Personalisation and Individual Learning Plans

2. BACKGROUND

2.1 Scrutiny Board's inquiries into secondary achievement and transition stimulated debate on the strategy for Personalisation and Individual Learning Plans (ILPs) in Leeds.

2.2 It was agreed that a report should be made to Scrutiny Board that accounted for the strategy and provided a clear action plan and timeframe.

2.3 Members have been circulated with an Education Leeds publication 'Guidance on the Development of Individual Learning Plans'. This document details the approach Education Leeds has agreed with schools and other partners. The guidance:

- ★ presents simple models to facilitate discussion of what could be achieved through ILPs
- ★ provides a 'good practice' specification against which schools, colleges and training providers can audit their practice and prioritise where they might want to make improvements.

- ★ provides toolkits to assist schools in modelling or refining the structures and process necessary to facilitate 'learning reviews' that will assist learners in building a learning portfolio and plan

2.4 There is no statutory basis for Individual Learning Plans. However, schools have received personalisation funding and the provision of ILPs is recognised as central to the implementation of 14-19 reforms.

2.5 Individual learners plans are an important vehicle for achieving greater personalisation in the learning experiences of children and young people. Personalisation may be seen as the means by which schools work with the learner to customise their learning experience and pathways, according to the learner's needs and personal objectives.

3. THE REPORT

3.1 There are three strands to the Leeds strategy for developing individual learning plans: personalisation, e-ILPs (electronic individual learning plans) and advocacy/coaching. The action plan in the appendix details actions and progress for each strand

3.2 **Personalisation** - To ensure learners are clear about their successes, progress and goals and have a personalised programme to help them meet their needs and aspirations

Personalisation is at the heart of much of the Government's strategy for education. This strand therefore features a wide range of activity embracing 14-19 developments, Connexions, EiC and the National Strategies programme. The Leeds strategy for ILPs seeks to lend coherence to these developments at the level of the learner.

3.3 **e-ILPs** - To develop an electronic web-based format for ILPs which supports the personalisation agenda

Many schools have been developing their own approaches to personalisation and ILPs. Indeed, some are focussing on electronic formats for ILPs available in the commercial arena. The Steering Group for Personalisation and ILPs has agreed with its parent group (School Improvement Partnership Board) to develop a specification for a city wide electronic ILP format based on the learning platform provided by Leeds Learning Network (LLN2). Although schools, colleges and other providers would not be obliged to utilise the 'home grown' solution, the early indications are that such a solution would offer technical advantages and allow enhanced progression of local learners.

3.4 **Advocacy and coaching** - To provide all learners with a key advocate or coach who is known and trusted by the learner and who will assist in personalising their learning experience

There is good evidence, from a wide range of intervention programmes, that where learners have access to a key adult who acts as an advocate or coach for their learning, learners can make significantly accelerated progress. The Leeds strategy promotes remodelling of the workforce around this agenda. A number of high

schools and primary schools are making outstanding progress in this area and other schools are learning from their experience. The early lessons of our lead schools shows the importance of mobilising a large number of the workforce on this kind of role and of providing appropriate training.

4. RECOMMENDATION

- 4.1 That Scrutiny Board notes the content of this report