

## Schools

### Individual Learning Plan – Information Page

#### **Learning Agreement:**

The learning agreement is completed by the teacher with a student before the course starts and the activity record is completed on a lesson-by-lesson basis by the students (or by the teacher if the students are at too low a level to be able to complete it) during the course. The learning agreement should be completed because it's important for teachers to discuss learning goals with a student before they embark on the course. Without any goals agreed it could be argued that there is no point in the student doing the course, because there is no way to measure whether or not they have made progress in their studies by the end of the course, compared to how their skills were before it started.

With this form, the student and teacher can sit down together to discuss learning goals and the student can make a formal decision to pursue these targets by signing the form. At the end of the course both teacher and student can look back on the course and discuss what the student has achieved, signing off the goals if they have been achieved. If they haven't been achieved, they could both agree to another period of study and negotiate a new learning agreement.

This form also brings together in one place important information which is unique to the student such as assessment results, learning style (e.g. the student may be a visual learner, preferring to learn with plenty of visual material, or a kinetic learner who prefers a practical approach and learning through doing, rather than sitting still writing worksheets), diagnostic assessment results, and information about the student's reasons for joining the course in the first place. This fundamental piece of information can be vital for a teacher to help them keep the student motivated as the course progresses.

#### **Short-Term Language Goals:**

These will be individual to each student and describe the specific areas that the student needs to work on during the course. Goals should be **SMART**; that is, **S**pecific, **M**easurable, **A**chievable, **R**elevant and **T**ime-Specific. For example, one SMART goal could be: "Learn ten new vocabulary sets of twenty words each". At the end of the course if the student has met the goal they will have some form of written evidence of achievement in this area, which can be kept with the original ILP.

#### **Long-Term Language Goal:**

This could be an exam result, if the student is working towards a qualification, or it could be to move on to the next level of the course. The student's long-term language goal should also be a SMART goal. This is a statement of where the student would like to be with their English language skills by the end of the course.

#### **Activity Record:**

Depending on the number of lessons in your course, you may need several copies of this form for each student. Every time they attend a lesson towards the end of the lesson they should complete one line of the form. It requires them to reflect on what they have been learning about and how well they have understood it. By writing comments the student can communicate to the teacher how they feel about the lesson. This information is vital for the teacher when they evaluate the lesson and can help them as they write their own evaluation as part of the lesson plan.

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This kind of detailed record-keeping is also vital when it comes to your school or course being inspected, because it shows firm evidence of reflection on the process of learning by both teacher and students alike. It also shows a process of two-way communication between the teacher and their students and contributes towards a detailed record of material covered on the course, which can be stored and referred to in the future. For example, if a teacher leaves the course and a new one starts, or there is staff sickness and a temporary teacher has to take over the course, they will have something to read that shows what the class has been doing, and how well each student has been getting on during the course.