

The aims of the Individual Learning Plan (ILP) and Initial Review are to:

- Review learning and progress
- Raise aspirations and motivation
- Inform choices (KS4 and post 16)
- Establish learning and career goals (14-19)

## 1. Personal Statement

What are your;

### Subject/academic achievements? (Include levels at KS3)

Discussion in this section might focus on the following areas:

Subjects/courses taken

Projected levels/grades (at end of KS 3 and 4)

Coursework/projects undertaken

Test scores/levels

Projected grades/levels

### Personal achievements?

Examples;

Any awards/certificates the young person has gained/is working towards

Other achievements (eg sport/music/drama/technology)

Progress in personal hobbies/interests (extra curricular or out of school)

Anything the young person feels good about.

### Skills/qualities?

The young person should be encouraged to think about their skills/qualities in the broadest sense.

Examples of skills could include:

Practical

Academic

Sporting

Creative (including dance and drama)

Artistic

Communication/social

Written

Technological (including computers)

Personal qualities could include:

Honesty/reliability/loyalty

Being a good listener

Caring for other people/animals

Punctuality

Willingness to work hard

Optimism/willingness to try

### Likes and dislikes?

This should include interests and preferences both in and out of school

For example:

Subjects (favourite/least favourite)

Styles of learning (eg. discussion/creative/academic/practical/technological)

Indoor or outdoor work/learning

Using computers/technology

Reading/writing

Visual media (eg TV)

NB Avoid discussion of individuals, personalities and other staff

## 2. Moving On (overcoming barriers to success)

### What do you want to change, improve and achieve:

The objective in this section is to consider any barriers to success and how these may be overcome.

#### In learning?

Discussion here might focus on:

Any subjects the young person may wish to take/drop.

Any problems they may have with particular subjects/styles of learning/practical issues (eg deadlines) /revision or tests

#### Personally?

Discussion in this section (in terms of barriers to success) may need sensitive handling and could involve talking about the following issues:

Problems with attendance/punctuality

Health issues

Home/family issues

Interpersonal relationships with peers (both at an individual and general level)

Negative self image

Practical issues

NB A young person may disclose information of a sensitive nature during the discussion (eg they may be engaging in risk activities such as drugs/criminal acts/underage sex or may have suffered abuse). It is important that all staff are aware of the Child Protection Procedures (and referral mechanisms) for the school/organisation in which they work.

#### In your future (career)?

It is important for young people to think about what they want for themselves in the future.

Encourage them to:

Aim high (whilst being realistic)

Take account their talents, skills and qualities

Think about what is really important to them

Consider **all** the opportunities available (resist gender stereotyping in their choices)

When considering prospective career choices it may be useful to think about the relative importance of the following:

Enjoyable work/job satisfaction

Financial rewards (pay levels)

Skills/training required (level and time)

Need for travel (some opportunities may not be readily available locally)

Fulfilling a need/providing a service to the community

#### What help do you need to achieve this?

This will depend on the pupil and his/her perceived needs.

Examples might include:

Access to computer for coursework and homework

Extra support (homework clubs/extra tuition)

Help with revision/guidance on how to revise

Somewhere quiet to study

Example materials/study guides/past papers

Literacy support/physical support

Support at home

A review of the targets set (if felt to be unrealistic)

## 3. Targets For Progress

### Personal development targets

**My personal and social goals are:**

Appear more confident  
Get fit/take up sport exercise  
Join a club/society (in or out of school)  
Do some voluntary work/community action  
Gain an award eg D of E, Youth Achievement Award  
Take part in creative activities (eg dance/drama)  
Get on better with classmates/teachers/family  
Save/earn some money  
Be more organised

**To achieve these I need to:**

Answers here will be very individual and will depend on the goals set  
A knowledge of what is available in school/locally (eg at Youth Centres) would be helpful in this discussion.

**My wider interests are:**

This would include things such as hobbies/interests/reading/computers/sport etc.  
NB. Many young people overlook their interests/hobbies and non academic talents, as possible start points for making subject/career choices.

## 4. Learning Targets

What the young person wants to achieve at the end of KS 4

**My learning targets are:**

This is likely to be a general statement of what the young person hopes to have achieved/learnt at the end of Year 11 (it may be expressed as grades, levels or statements).

**To achieve these I need to:**

Targets may include reference to:

Coursework/homework  
Attendance/punctuality  
Quality of work in lessons  
Attention in class/listening skills  
Personal organisation/planning  
Willingness to join in class discussions/answer questions in class  
Use of the library/internet for research  
Commitment to revision

## 5. Future Planning/Careers

**I am interested in the following (job/career/volunteering etc)**

The young person should try to think of 3 or 4 possible jobs/careers/opportunities which they would be interested in

**To achieve my goals I need to**

Examples;

Talk to subject staff and parents about my option choices/interests  
Find out about these jobs/careers (list sources of information)  
Use the Big Red Phone (0800 1699338) to find out more information on courses/careers  
Use Progress File to look in greater depth at my career choices  
Talk to a Careers Adviser or Connexions Personal Adviser in school (ask your Head Of Year for an appointment)  
Try to arrange a taster course or work experience/placement in my chosen career/area

## 6. Option Choices In Year 10/11 (KS4)

### What are your option choices?

Reference will need to be made to the option information available in school before completing this section.

Course(s)	Where I would like to study	Goal(s) at end of year 11
Most young people will be taking GCSE's in school but others maybe taking NVQ (level 1 and 2), Youth Award Scheme (ASDAN), entry level or other courses.		
Some young people may be completing a course with a College or with a Training Provider (Work Based Learning).		

### What other opportunities would you like to get involved with in year 10/11?

Refer to list of extra curricular opportunities.

## 7. Choices At 16+

### What further education and training are you interested in after year 11?

Young people should be encouraged to think of further training at 16+. This might include 'A' levels, NVQ (levels 1 –3), GNVQ, BTEC, E2E (entry to employment), further GCSEs, Modern Apprenticeships (Foundation and Advanced)

Refer to The Young Persons Learning and Opportunities Guide  
[www.doncasterops16.com](http://www.doncasterops16.com)

### Where would you prefer to do this?

Options include:

- Current school (if 11 – 18)
- Another school (6th form)
- College (Doncaster College/Dearne Valley College/other)
- With a Training Provider (on work placement)
- With an employer

## 8. Next Steps

If you would like further support and guidance, a Connexions Personal Adviser can help.

Ask your teacher/tutor or Head of Year to make an appointment for you. An appointment with a Connexions PA can also be made using **The Big Red Phone 0800 169 9338**.

The Individual Learning Plan (ILP) is a Personal Planning and review document. It will need to be revisited and revised in subsequent terms/years. A young person may opt to keep the information on their ILP confidential.

Student's Signature: .....Staff/Tutor's signature:.....