Ensure successful outcomes: personalise
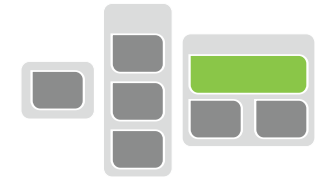
- Needs assessment (score card, learning journal)
- Score card summary
- Personalised learning-potential aims

Personalise
– module overview

Assess the needs of targeted pupils or cohorts in order to develop personalised interventions and demonstrate their impact.

Have you thought about the following?

- Does your improvement plan address personalised needs?

- Can you demonstrate that interventions inside and beyond the classroom:

  – meet needs identified through effective consultation with targeted pupils, parents/carers?

  – contribute to improving the learning potential and well-being of specific pupils?

How can this inform your SEF?

- Identify barriers and aids to learning

- Contribute to independent learning

- Target specific learners and parents/carers in developing provision that meets their needs

- Demonstrate the views of pupils, parents/carers, the workforce and community on what helps and hinders personal development and well-being, including behaviour

- Demonstrate a clear understanding of key indicators (eg attendance, resilience), the use of provision and how it is contributing to specific learners' personal development and well-being

- Demonstrate a clear process of considering how to help specific learners achieve their potential and contribute to their well-being

- Demonstrate capacity to improve

This module consists of one process divided into a number of steps. The steps can be completed separately, repeating particular steps with different participants.

Success characteristics	Professional view	Pupil view	Parent view	Summary
Learning skills	0 ____10	0 ____10	0 ____10	4
Attendance	0 ____10	0 ____10	0 ____10	2
Resilience	0 ____10	0 ____10	0 ____10	3
High self-esteem	0 ____10	0 ____10	0 ____10	4

Step 1. Needs assessment (option A. score card)
Identify the needs of targeted pupils

Step 1. Needs assessment (option B. learning journal)
Identify the needs of targeted pupils

Step 2. Score card summary
Consolidate the results of the needs assessment and establish a clear baseline for future activities

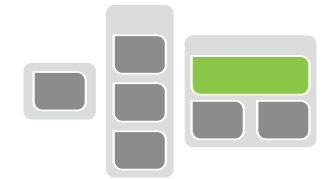## Step 3. Personalised learning-potential aims
Develop learning-potential aims for individual pupils

Personalise – step 1. needs assessment
Option A. score card

Aim: to identify the needs of targeted pupils

Time: open ended

Group size: not applicable

Resources needed: photocopies of score card template

Find the template at:

www.tda.gov.uk/schoolimprovement

About this step

The aim of this step is to identify the needs of individual or small cohorts of pupils. It is the first step towards establishing a baseline against which the impact of activities can be demonstrated.

In addition, this step provides an opportunity to encourage pupils to take ownership of their learning.

How to use this step

The team that works around the targeted pupil(s) within the school or agency should rate each pupil on a scale of 0 to 10 against the characteristics of successful learners (agreed in the Learning Potential module). They should then ask the pupil and their parents/carers how they think the pupil rates against each success characteristic. Challenge their thinking by asking: "Why have you given this score?" "What would need to be done to improve it?" "What evidence do you have?"

You can apply this step to learning in general or to a specific activity or class.

Tip

If you need to narrow your list of success characteristics, make them into a set of cards and ask the pupil to choose three or four that best or least describe them.

Outputs

See outputs later.

In practice

A primary school in Gateshead used the Needs Assessment step to start conversations about learning with some of its more challenging pupils and their parents. It proved to be a particularly good way of exposing and exploring the differences between the opinions of the parents, the school and the pupils.

Success characteristics	Professional view	Pupil's view	Parent's view	Average
Learning skills	0 ─────↓──── 10	0 ──↓────── 10	0 ───────↓── 10	4
Attendance	0 ↓──────── 10	0 ─↓─────── 10	0 ─────────↓ 10	2
Resilience	0 ───↓───── 10	0 ──↓────── 10	0 ──────↓── 10	3
High self-esteem	0 ───↓───── 10	0 ──────↓── 10	0 ───↓───── 10	4

Personalise – step 1. needs assessment
Option B. learning journal
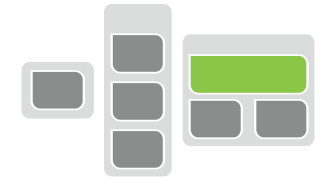
Aim: to identify the needs of targeted pupils

Time: open ended

Group size: not applicable

Resources needed: individual learning journals

About this step

The primary aim of this step is to identify the needs of individual or groups of cohorts. It is also the first step towards establishing a baseline against which the impact of activities can be demonstrated.

In addition, this step provides an opportunity to encourage pupils to take ownership of their learning.

How to use this step

The learning journal can be used with larger cohorts of pupils (for example, year groups) to explore the responses of individual pupils in depth.

Agree questions that will give a deeper understanding of what blocks and enables learning for those individuals or the cohort in relation to the characteristics of successful learners (agreed in the Learning Potential module). Questions could include: "Am I doing well in school?" "How do I know?" "How do I feel about my attitude to learning?" "Is anything stopping me from learning?" "How can I stop this from happening?" "Is anything helping me to learn?" "What can I do to help me learn?" "What else can help me learn?"

Pupils should be asked to complete the questions in their learning journal on their own first. A one-to-one follow-up session, either with their tutor or someone who works with them on a regular basis, should then be arranged to explore their responses and discuss and agree the next steps. This process can be repeated on a regular basis.

Following these consultations, you may find it helpful to score the identified success characteristics for the targeted pupils (Option A. score card).

Tip

Most schools using this step with larger cohorts have found it effective to ask pupils to fill in and review their learning journal every three weeks.

Outputs

Both approaches will yield rich data that the school can use to evaluate its priorities and, ultimately, evidence the impact of its interventions.

In practice

A secondary school in West Berkshire used the learning journal to tackle behavioural issues within a specific year group. All the pupils kept a journal and attended regular reviews with a tutor. Pupils with more complex needs had more in-depth one-to-one sessions. Standards of behaviour improved overall and the engagement of individual pupils with their learning increased.

My learning journal

1) Am I doing well in school? How do I know?

. . . .

2) How do I feel about my attitude to learning on a scale of 0-10?

Poor attitude   Good attitude

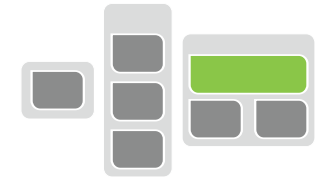0   10

3) Is anything stopping me from learning?

4) What else can help me to learn?

Personalise – step 2. score card summary

Aim: to consolidate the results of the Needs Assessment and establish a clear baseline for evaluating future activities

Time: open ended

Group size: five to 12 participants

Resources needed: completed needs assessment, paper or spreadsheet

About this step

This step consolidates the information gathered in the Needs Assessment. It will help you establish a baseline for measuring impact and serves as a basis for conversations with service providers when adapting an activity to target the needs of an individual.

How to use this step

Write down the success characteristics used in the Needs Assessment activities and the summary scores from that step. The score should reflect the responses given by all the stakeholders at every stage of the Needs Assessment. If you used learning journals to gather data, you will need to agree a score based on those responses.

Tip

Date the score card and keep a record of it so you can use it as a benchmark throughout the planning and implementation process.

Outputs

Low scores will indicate priority areas for development. Your discussions will help focus stakeholder attention on the needs of individual pupils. You can use the agreed scores to establish individual learning-potential aims as part of the next step in this module. You can then develop solutions to meet these aims (Develop and Prioritise Solutions).

This step will also give you an agreed baseline against which you can demonstrate the impact of activities on an individual's learning potential over time. By comparing this soft data with other hard data collected in your school, you can identify any correlation between improvements in an individual pupil's learning potential and the pupil's overall level of achievement.

In practice

A specialist college in Havering used the Score Card Summary to consolidate data gathered by its multi-agency support team. This information was used to agree targeted interventions for individual pupils and to establish a starting point for tracking change.

	School-wide learning characteristics			
	Learning skills	Attendance	Resilience	High self-esteem
Pupil A	4	2	1	4
Pupil B	6	4	2	3
Pupil C	2	5	3	5

Personalise – step 3. personalised learning-potential aims

Aim: to develop learning-potential aims for individual pupils

Time: 20 to 45 minutes

Group size: five to 12 participants

**Resources needed:** completed needs assessment, large sheet of paper and markers

About this step

This step will help you set aims to improve the learning potential of targeted pupils. You can then use these to develop appropriate interventions in and beyond the classroom.

How to use this step

The process is similar to that used in the Learning Potential module. Using the outputs from Steps 1 and 2, the team working with the targeted pupil(s) should discuss and agree the factors that are blocking and enabling the individual's learning. Ask the team to think about the reasons behind the scores. Where appropriate, ask why a pupil scores high for one success characteristic and low for another. Group your responses into themes.

Next, ask participants to come up with aims and objectives that would (a) mitigate or compensate (in the case of blockers) or (b) improve and enhance (in the case of enablers). Keep the focus on goals, not solutions, and make sure each statement starts with 'to…'. For example, the blocker 'low self-esteem' (or the enabler 'high self-esteem') could become the objective 'to create more opportunities for all pupils to experience success inside and beyond the classroom'.
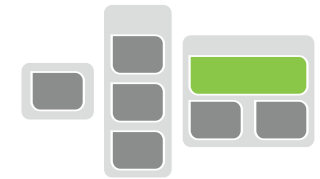
Tip

Return to the wider learning-potential aims identified in the Learning Potential module to enrich your discussion of individual pupils' needs.

Outputs

By the end of this step, you will have set personalised aims based on detailed evidence of pupil needs. These will form the basis for identifying and agreeing appropriate solutions (Develop and Prioritise Solutions). Once solutions have been implemented, you can revisit the Personalise process in this module to show how activities have succeeded in meeting these intended aims and, alongside hard data the school may be collecting, provide evidence of target pupils' development.

In practice

"This [process] provided a deep, reflective but practical study of where the pupil makes progress and what barriers to learning exist, forming a rationale for future planned action and strategies shared by stakeholders," said the headteacher of a specialist college in Havering.

Targeted pupils	School-wide success characteristics				Blockers	Enablers	Learning-potential aims
	Learning skills	Attendance	Resilience	High self-esteem			
Pupil A	4	2	1	4	• Being a carer • Bullying	• Praise • Not being tired • Loves sport	1 Provide opportunities to experience success a) in the classroom b) in sports 2 Support independent learning in school hours . . . . . .
Pupil B							
Pupil C							