

I. Check list from the UK

concerning legal framework

Information needed:

1. How is individualized teaching and learning in heterogeneous groups defined in your country?

There are no definitions available, however David Milliband, the Minister for Schools, has recently talked about “Personalised Education” saying that it requires: -

- recognising that each child is special;
- using assessment to inform and adapt teaching and learning;
- using teaching styles to bring out the talents of each pupil;
- extending curricular choice to develop individual talent;
- ensuring pupils can take part in music, art and sport, as well as core subjects.

2. Which legal overall guidelines and targets for individualized teaching and learning do exist?

There are standard procedures for pupils with Special Educational Needs, (SEN pupils). The SEN code of practice applies to all maintained schools.

3. Who is responsible for the realization of these targets and to what extent are they compulsory?

In the first instance the class teacher is responsible for identifying SEN pupils. Each school must have a SEN coordinator, SENCO, who gathers the information and guides teachers in the writing of individual education plans, IEPs. The SENCO will monitor progress across the stages of “School Action” and “School Action Plus” and pupils who are deemed to be at the final stage receive a “Statement”. The statement describes their need and how best to cater for it. This is statutory.

4. What kind of support for individualized teaching and learning is given?

- Within the school there is the **SENCO** as described earlier. This is a teacher.
- There is provision for pupils who are deemed to be **gifted and/ or talented** and there will be a teacher or teachers responsible for coordinating this and ensuring that the needs of these pupils are recognised and met.
- There are **Learning Support Assistants, LSAs** who provide in-class support for SEN pupils.
- **Learning Mentors** work with individual pupils often those with behavioural and emotional difficulties.
- **Education Welfare Officers** support schools particularly in terms of attendance.
- **Educational Psychologists** support work in identifying needs and giving guidance on how to meet the needs.

5. How are the results assessed?

Pupils are assessed formally at 7, 11, 14 and 16 via national tests.
Pupils are set targets that are reviewed regularly.

II. Check list

concerning assessment

Information needed:

1. Which forms of students' assessment do exist and what is their function?

Tests in the core subjects of English, maths and science at ages 7, 11, 14, and 16. Pupils progress is monitored and if progress is found to be lacking there are intervention strategies to try and boost progress.

2.How do they affect individualized teaching and learning?

Some pupils with SEN are disapplied but very few.

3.What are the consequences for failing students?

Tests are not pass or fail. Assessment measures what pupils can do.They are offered intervention strategies. Support may be offered in the form of IEPs. They carry on moving up through the key stages.

4.How is each school and the system as a whole assessed and in what way does this affect individualized teaching and learning?

The results of the national tests are analysed rigorously! Schools are measured in terms of their overall performance compared with all schools, and compared with schools teaching pupils from similar socio-economic background. Progress is assessed so that so- called “value- added “ can be measured, that is to say a pupil’s score on entry to the school is compared with their score at 14 and at 16. Most school are now therefore developing tracking procedures for each individual pupil which should highlight pupils who are underachieving in terms of their prior achievement and then intervention occurs to ensure that individual pupils can meet their target.

5.What is the role of teachers, students and parents in the process of assessment?

The national tests are set and marked externally. Teachers are responsible for preparing pupils for these tests. Students are involved in some schools in setting their targets for achievement. Parents are sometimes involved in this procedure and are usually informed of targets. Parents are informed in writing of assessment results.

III. Check list

concerning teacher training and in- service training

Information needed:

1.What are the strong and weak points in the education of teachers?

Trainee teachers must experience receive training for SEN and Gifted and Talented pupils and they have to provide evidence that they can meet these needs effectively. Initial teacher training prepares teachers well for meeting the needs of individual pupils. They are trained to use prior achievement data in order to inform their planning and ensure that then needs of pupils are met. An emphasis is placed on both assessment for learning and assessment of learning.

2.What is the importance of individualized teaching and learning within the concept of training and in-service training?

Recently teachers in service have be trained in the needs of gifted and talented pupils and support is available in school from specialists. Training to meet the needs of SEN pupils is ongoing and is usually delivered in house.

3.Is material with regard to individualized teaching and learning available?

Yes. DFES documents regarding SEN and G and T are available.

4. Who is responsible for programmes, their organization and evaluation within in-service training?

Each school has a teacher who is in charge of continuing professional development. (CPD). They coordinate in service training and its evaluation. Usually a senior manager/ leader in school will be responsible for ensuring that it is effective.

IV. Check list concerning the cultural and political climate

Information needed:

1. Which attitude and spirit dominate the interaction between school administration, head teachers, staff, students and their parents?

This is cooperative. LEAs play a large role in supporting schools and link advisors work closely with schools in a supportive role. Head teachers on the whole promote and open atmosphere in which everyone involved feels they can contribute and their opinions are valued.

2. How does school autonomy and cooperation influence the interaction and the forms of communication, especially when there are conflicts?

Schools manage conflicts usually with face-to-face meetings between those involved. If necessary the LEA will support this.

3. In what way are questions and aspects concerning individualized teaching and learning communicated?

Statements of SEN are communicated in writing to all those involved with the education of particular pupils. Gifted and talented pupils are made aware that they are on the gifted and talented register. Parents and teachers are also informed.

If parents feel that the needs of their son or daughter are not being met they will contact the school to arrange a meeting and the results of this are communicated to all involved.

4. Which factors are considered to be favourable or unfavourable for the future development of individualized teaching and learning?

Teacher workload is a big issue in the UK. There are certain tasks which teachers are no longer allowed to perform. Ideally this should free them up to ensure that the needs of all pupils are met and in this way pupils needs should be being met more effectively. Workload remains an issue and where teachers are not able to differentiate to meet the needs of all pupils time will be cited as the reason for this.

The inclusion drive in the UK has meant that more resources are available to schools to ensure that as many pupils as possible remain in mainstream schools and this has been positive on the whole.