

One Page Session Plan

Overview

Date and SOW Session Number	Programme	Module	Topic
March 2026	All IICL Level 6	Essential Skills	Assessment Focus

Aim	Objectives
To develop progress strategies for completing assessments.	1: Assess your current progress against assessment deadlines and requirements. 2: Identify barriers affecting your progress 3: Set realistic micro-writing targets for focused work. 4: Evaluate progress and produce clear objectives for the next week.

Teaching Content	Learning Activities	Knowledge Assessment
Introduction: Explain the session objectives and schedule. Contextualise the need to evaluating progress at this mid-term point.	Noting assessment submission deadlines. Watch the 'Writing Process' video - Link	Are students aware of their upcoming assessments and submission deadlines?
Element 1: Assessment of progress	Complete self-assessment – Progress Grid	Are students able to appreciate the writing process?
Element 2: Acknowledge barriers and set Micro targets Explain the normalness of having barriers to working. Introduce micro targets and provide examples.	Encourage students to set a micro target based on the 'Next step' stage that was identified in the progress grid.	Can students set achievable and specific targets? Do the students understand the difference between a micro target and a longer term target?
Element 3: Introduce Shut up and write (SUAW) Notes in slides 13 and 14 will help. Set two new micro targets and plan for week ahead	Slide 14 – Use the micro target set earlier to be the focus on a 20 min SUAW Complete Week Ahead Planner.	Do students understand the basics of a SUAW session? Can students recognize the relevance of SUAW as a tool? Are microtargets evident in the week ahead plan?
Plenary and post-session advice and study: Reflection of habits from session to use this week. Summary. Reflect on understanding of session with traffic light.	Reflection on skills and understanding.	Do students remember the purpose for SUAW sessions? Are students able to

Knowledge built for next steps

Awareness of barriers and working strategies.

Skills built for next steps

Use of microtargets and SUAW

Behaviours built for next steps

Focused writing.
Refining targets

Wider learning contexts

Transferrable skills, useful for future assessments.

Notes: