

## Halton Virtual School

### PEP Policy

### 2022-2023

Policy Date: January 2023  
Policy Review Cycle: Annual  
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## Personal Education Plans

All children in care must have a Care Plan and the PEP is a vital part of this. The PEP (Early Years to age 18) should be initiated as part of the Care Plan. It is an evolving record of what needs to happen for looked-after children to enable them to make at least expected progress, preferably more than expected, and fulfil their potential. The PEP is a statutory document and is the joint responsibility of the Social Worker and Designated Teacher, overseen by the Virtual School.

We all have a responsibility as Corporate Parents of children in care to insist on educational standards for them that are as high as those we would expect for our own children. When holding PEP meetings and setting targets, Designated Teachers and social workers must always ask: “would this be good enough for my own child?”

**\*\*For the purpose of this policy, when referring to carers, we include foster carers, residential staff and parents\*\***

## Information and Guidance

- The PEP is a statutory document and is the joint responsibility of the Social Worker and Designated Teacher (DT). The DT should take the lead with chairing the PEP meeting.
- The PEP must be initiated within **10 working days** of a child being taken into care and **completed** within 10 school days. As a minimum, the PEP should be reviewed on a **termly** basis. A review should also be initiated whenever a school or care placement changes, need arises or additional funding is required.
- Statutory guidance describes the PEP as a ‘living document’. The key part of the document is the **targets** section, which should be reviewed by everyone including the child or young person on a regular basis to ensure they are on track.
- Apart from when a child is new into care the previous PEP should be a starting point for each meeting. The meeting itself should focus on: reviewing targets set, recording progress made towards identified outcomes and setting new targets if appropriate.

## PEP deadline dates

- Autumn Term – Friday 4<sup>th</sup> November 2022
- Spring Term – Friday 3<sup>rd</sup> March 2023
- Summer Term – Friday 9<sup>th</sup> June 2023

## Process

**Halton PEPs are completed via Welfare Call. Designated Teachers will receive log in details so they can access a secure portal to complete the PEP. It is vital that the Virtual School has the correct email address for the member of staff who will be completing the PEP document as the portal link can only be sent to a specific named person.**

The Virtual School team are responsible for the delegation of all PEP documents from Early Years (aged 3) to Post-16.

The Designated Teacher, social worker and carer should agree a mutually convenient date and time for the PEP meeting and agree where the meeting is taking place. **Consideration should be given to carers as their participation in the process is vital and every effort should be made to encourage them to attend.**

If other professionals are working with the child (for example, CAMHS or Speech and Language Therapists, Barnardo's), they should also be invited to the meeting. If they cannot attend, a request for a report should be made.

Where a child has an Education and Health Care Plan (EHCP), one PEP per year should coincide with the child's EHCP Annual Review. This is important to ensure that targets are planned holistically to support the delivery of the EHCP in improving the child's educational experience.

Some parts of the PEP are pre-populated with information held by the Virtual School. All other parts will be the responsibility of the Designated Teacher to complete prior to and following the PEP meeting. It is essential that the Designated Teacher meets with the child prior to the meeting to obtain their wishes and feelings and to discuss whether or not they wish to attend their PEP. Attendance of the child at the PEP should be encouraged, even if they do not take part in the entire meeting. It is vital to make them feel that this is their meeting and they have input into it, otherwise it can feel like just another meeting where other people will be making decisions about their life.

The Virtual School runs regular reports to monitor which PEPs have been completed. The Virtual School will initially QA the PEP document to check all sections have been completed

appropriately. If needed, the Designated Teacher or social worker will be asked to supply additional information or make amendments.

It is vital that the target section is completed fully, that all targets are SMART and that requests for Pupil Premium Grant (PPG) funding are fully costed.

The Virtual School conducts QA moderation of PEPs on a regular basis and is shared with colleagues across education and social care.

Following completion of a satisfactory PEP, the amount of PPG requested for the term will be released to the school to be spent as indicated on the PEP to support the needs of the child. A copy of the PEP will be uploaded to the social care database, Eclipse, by the Virtual School. School can access a copy of the PEP through Welfare Call. It is the responsibility of social care colleagues to send a copy to carers/parents where appropriate.

**It is essential that PEPs include the voice of the child, social worker and carer. If the PEP is sent to the Virtual School without these sections having been completed, the form will be returned for this information to be supplied before requested PPG funding is issued to the school.**

**Points to consider when discussing PEPs with children prior to the meeting:**

- Tell them who will be at the meeting.
- The purpose of the meeting: for those who are concerned and involved in their education to all get together and find ways to help them achieve their full potential in school.
- Tell them what will be discussed at the meeting: the child's, school's and carer's view about their education, their strengths, weaknesses and achievements, extra curricular activities, any issues e.g. anything relating to homework, behaviour, friendship or learning difficulties etc, new targets for the next term and any actions that need to be carried out to help them do well in school. If the child is changing school soon, choosing GCSE options or completing assessments these would be part of the discussion too.
- Encourage them to attend the meeting if possible. Emphasise that their view is as important as anyone else's. The hope is that they will feel able to attend at least part of the meeting. They may need help to be clear about what they want to say about any concerns they have about school and how they feel they are doing. Social workers have a key role in helping them clarify their view about school too.
- Ask if there is anything they want an adult to say at the meeting that they are uncomfortable about saying themselves and who they would like to say it for them.

- Use the young person’s voice section of the PEP to guide the discussion. Talk about what’s going well, what’s not going so well, future aspirations, what support they feel they need, if they’re happy with their friendships etc.
- Ask the child if they would like a copy of the PEP following the meeting.
- After the meeting discuss how it went and if they agree with what was said. Check that they understand what the PEP should help them achieve.
- If a young person/child states that they are not happy in school, this should be explored further and discussions recorded on the PEP. Any wishes from a young person/child to move to a different school should be discussed immediately with the Social Worker and Virtual School Head or Deputy Head. A multi-agency discussion will take place to consider this, with clear feedback being given directly to the young person/child from the Virtual School Head or Deputy Head as to the reasons why this can or cannot be explored further.

**The Virtual School are unable to attend all PEP meetings and the criteria for Virtual School involvement in PEPs is as follows:**

Non-negotiable attendance

- New case on Virtual School roll
- School placement move
- ‘Red’ rated case (concerns raised at Virtual School caseload meeting or due to poor attendance/engagement/school) rated less than ‘good’ by Ofsted

Where appropriate attendance

- Children with an EHCP or where significant SEND is present
- Need for independent chair due to professional disagreement e.g., Pupil Premium spend to appropriately support need
- Key year groups such as Year 11 or Year 6
- Where schools request attendance due to educational or other concerns
- Schools out of borough
- Repeated amber grading with lack of improvement.

## During the PEP Meeting

**School or education personnel should chair the meeting.**

The following should always be part of the PEP and any changes discussed

- An achievement record (academic or otherwise); chronology of education and training history which provides a record of the child's educational experience and progress in terms of National Curriculum levels of attainment, including information about educational institutions attended and the reasons for leaving, attendance and conduct record, academic and other achievements, any special educational needs, an indication of the extent to which the child's education has been disrupted before entering care or accommodation
- Developmental or educational needs; existing arrangements for education and training, including details of any special educational provision and any other provision to meet the child's educational or training needs and promote educational achievement
- Short term targets; any planned changes to existing arrangements and provision to minimise disruption
- The child's leisure interests
- Long term plans and aspirations; role of the appropriate person and any other person who cares for the child in promoting the child's educational achievements and leisure interests.

**The social worker's role during the meeting is to:**

- Offer to take notes and ensure all sections of the PEP form are discussed and completed
- Ensure sensitive information about child's pre-care history, current Care Plan and any contact arrangements are shared appropriately, probably when child is not present

- Ensure that there is a clear picture of the progress the child is making in school
- Ensure that any help the child needs to make appropriate progress is planned
- Ensure that there is a balance of discussion around strengths and weaknesses and the child's achievements are recognised
- Ensure that any health or emotional issues that could affect child's progress are shared and planned for
- Ensure that actions required by carer and professionals are clearly noted and understood
- Ensure the child is involved in identifying their target(s) and they are appropriate and realistic
- Social workers don't need to have lots of knowledge about education, but they do need to ask relevant questions. Here are some suggestions of questions which will help to give a full picture of how the child is progressing and find out more about any relevant issues.

### **Academic**

- Are they achieving what is expected of them in English/Maths?
- If not, how far behind are they and how significant is this?
- Why does school/child think they aren't achieving as well as they should be doing? (E.g. poor concentration, lack of motivation, learning difficulty)
- What can the school/carers do to help them catch up?
- Is the school providing the pupil with one-to-one tuition?
- Would the pupil benefit from weekly home tuition?
- What progress would you expect them to make in the next 6 - 12 months?
- If that progress isn't made do you think investigations into possible SEND should be considered, or a referral made for EHCP assessment?
- What subjects do they enjoy the most/least? What can we do to help them enjoy the subjects they do not like much?
- For children with significant educational needs it is helpful to ask the school what they believe to be the over-arching educational priority at this point.

### **Social**

- What are their relationships like with adults/other children?
- Does the child have any difficulty making and keeping friends?
- If this is an issue what can be done to help them?

- How do children/adults respond to them?
- Do you think they are vulnerable to bullying/have bullied others?
- What form does the bullying take?
- What can be done to prevent the bullying?

### **Behaviour**

- Are there any behavioural concerns?
- If so, what inappropriate behaviours do they display?
- What does school/child think triggers these behaviours?
- What lessons/times of the day do these behaviours happen e.g. playtime, Maths lessons, with particular school staff or after lunch etc?
- What strategies have been tried to support positive behaviour?
- How successful were they? What else can be tried?
- How can the carer/social worker/Virtual School help?
- Does emotional distress affect their learning?
- **If the child is at risk of exclusion (whether fixed-term or permanent) it is essential that the Virtual School is immediately informed and advice sought.**

### **General**

- Do they bring the appropriate equipment to school?
- Do they do homework on time and is it done well?
- If there are homework issues what suggestions can school make to help child and carer?

### **To ask carer**

- How do you encourage them to do their homework?
- Do you feel they enjoy reading (alone or with/to you as appropriate for the age of the child)?
- What interests do you think could be developed outside of school?

Ensure that the date for the next PEP meeting is set at the end of this one, and that everyone involved understands what their role is in ensuring the targets will be achieved.

## **Boxall Profiles**

The Boxall Profile is now required to be completed on a termly basis for every child in care to Halton along with their PEP.

This tool will be useful in assessing a child or young person's **social, emotional and behavioural development**.

It will help with **early identification of a child or young person's needs** as well as provide resources or strategies to enable **individualised and achievable target setting** that can easily be linked back to the PEP.

The profile should be completed at least twice a year. This maybe more frequent if there is felt for a need for this to take place. The Boxall profile should be attached to the PEP document on a termly basis, this will provide the ability to **review and track a child or young person's progress**.

More information can be found on the Halton Virtual School website - <https://www.myvirtualschool.org/>

**All children who are in care have experienced trauma and disruption and it should always be assumed that they will need additional mental health support.**

## Frequently Asked Questions

### **What is Pupil Premium (PPG)?**

It is funding allocated by the DfE to 'raise attainment of disadvantaged pupils of all abilities in order to reach their potential.' Children in care are one group of children who receive Pupil Premium to raise attainment.

**PPG funding cannot be spent on administration tasks, clothing or transport costs. Please see Halton Virtual School PP+ Policy for further information.**

### **Who is responsible for the PEP?**

The Designated Teacher and social worker are responsible for holding the PEP and ensuring the document is completed with quality information. The Virtual School is responsible for monitoring PEP completion and quality and ensuring all children have a good PEP in place. The PEP should be a robust, living and working document which can be referenced between meetings and provides clear evidence of the support in place for the child.

### **Who should be attending the PEP meeting?**

PEP meetings be attended by the Designated Teacher (DT), social worker, foster carer and child and where applicable any other professional working with the young person. The meeting will be chaired by the DT.

### **Who completes the document?**

The DT is responsible for completing the cloud-based ePEP document via Welfare Call. The DT will need to work closely with others in school to assess the specific educational needs of a looked after child. Although the DT has the responsibility of leading on a Personal Education Plan, other staff in school may need to contribute to it. Contributions from the young person, foster carers and professionals should be captured and recorded in the document.

### **How long should the PEP document be?**

There is no prescribed length for the PEP document, however, all mandatory sections should be completed and the document should give a detailed personal account of the young person's educational journey.

### **How often should a PEP meeting take place?**

The PEP should take place termly. Additional PEP meetings should be held when there is a change of school or school placement. Any further education meetings based within school should involve and be centred around the PEP document.

### **Who should know a child is looked after in school?**

The Designated Teacher and Headteacher. Other staff should be informed on a 'need to know' basis. A Governor should be designated with responsibility for LAC progress.

### **Who should school information be sent to, including school reports and permission slips for school trips?**

All of the above should be discussed and documented during the PEP meeting. The allocated social worker will be able to confirm who has Parental Responsibility.

### **What should I do if I disagree with the Quality Assurance Grading?**

If you disagree with the quality assurance grade of a PEP (Personal Education Plan) document a discussion should be had with the PEP Lead from the virtual school. Where necessary this can be escalated further to the team leader for the relevant phase and if still not resolved satisfactorily this can be escalated to the Headteacher of Halton's Virtual School.

## Appendices

### Appendix A – Guidance for Social Workers during PEP meetings

#### **Suggestions for contributions to the PEP**

- ✚ Provide an update on contact arrangements, upcoming court dates or dates of significance that school need to be aware of. This is vitally important particularly around assessment times.
- ✚ Share feedback from your last visit to the young person - how did they present? Did you have any concerns? Did they discuss school?
- ✚ Provide a comment on how you think they are getting on - comment on two positives from the feedback given by school and one area that we can support in. e.g.  
*-It is great to hear how James is contributing in lessons more. I am pleased with how he has grasped the concept of long multiplication too. Myself and foster carer will support with his spellings, can you provide some resources that we can do at home?*

#### **Questions to ask an education provider**

- ✚ How is child's/student's progress checked and the impact of the PP+ measured?
- ✚ Is child/student achieving as well as they should be? Are they on track to meet their predictions/targets?
- ✚ If not, what are the barriers, is there anything myself or carer can do to support? Has this been discussed with the Virtual School? How can we work together on this?
- ✚ Is there any extra support in place for key areas such as Maths & English?
- ✚ When is homework set and how will we know what is set? How can we support with this?

- ✚ What are the predicted grades? Are there any formal assessments coming up?
- ✚ How is the PEP and PP+ being used to ensure that the child/student achieves the best they can?
- ✚ How will you let me know if you have any concerns?

## Appendix B – Early Years & Statutory School Age SMART Target examples

### Smart Targets

PEP targets should always include at least one academic target. Where a child has SEN and there is an EHCP or SEN Support Plan in place, PEP targets should be informed by these.

#### STEP-BY-STEP GUIDE TO DEFINING MEASURABLE 'PLANNED OUTCOMES'

**All targets should be driven by the outcome we want to achieve. Targets set should be SMART (specific, measurable, achievable, relevant and time-bound) and should present a balance of academic and personal development targets. Targets should not only address areas of difficulty and should also aim to develop areas of strength.**

- **Step 1: Identify the unmet needs:** Before anything else, it's necessary to be clear about the child's *unmet* developmental and educational needs as well as their developing areas of strength.

*Eg: Billy is working at a GCSE grade 3 in Maths but needs a grade 4 for college.*

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**Step 2: Identify the services/support:** Once the child's needs are clearly identified we can then look at areas of appropriate support or referral to additional services.

*Billy needs support with specific areas of weakness in Maths, such as trigonometry and algebra. He would benefit from 1:1 tuition for an hour each week at a cost of £55, to be requested from PPG. Ten weeks will cost £550.*

• **Step 3: Ask a few questions** about *each* identified need/risk factor:

- If this need was being met sufficiently (or if this risk was sufficiently reduced), how would I know?
- What would I see/measure/count etc. that would tell me?
- What would be tangibly different about or for the child?
- How would I determine that the child's development / wellbeing / care / safety has really improved?
- Have the services provided or the actions taken had any impact?

*Effective intervention will mean Billy will improve in Maths from a 3 to a 4. His confidence will increase and he will be able to answer more questions correctly and complete practice papers in a faster time.*

**Early Years/KS1**

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome (What will it look like)	Pupil Premium Plus
<p><b>Social/Emotional</b> Ronnie to be able to work as part of a group (up to 5 children) and be able to listen to other's ideas and viewpoints</p>	<p>Small circle time activities (15 minutes) Problem solving activity Adult support – asking provoking questions</p>	<p>Class Teacher</p>	<p>24/07/2020</p>	<p>Ronnie engages in circle time and team games and is an active participant. She listens to other ideas and accept other points of view</p>	<p>£600 to purchase appropriate team building resources – indoor and outdoor</p>
<p><b>Social/Emotional</b> I will separate from my carer when I arrive and settle at a chosen activity within 5 minutes.</p>	<p>Key-person to be available for Beth when she arrives at nursery. Visual timetable in place to reinforce key routines of the day. Have an activity / resources available that Beth particularly likes. Communicate plan with primary carer with regular reviews.</p>	<p>Nursery teacher Key person Carer</p>	<p>24/07/2020</p>	<p>Beth can separate from carer and choose an activity within 5 minutes of arriving at nursery</p>	<p>None needed</p>

**KS2**

<b>Target (What)</b>	<b>Specific Action (How)</b>	<b>Responsibility (Who)</b>	<b>Timescale (When)</b>	<b>Expected outcome (What will it look like)</b>	<b>Pupil Premium Plus</b>
<b>Academic</b> Improved SPAG mark on SATS past papers by 5 marks between January and February half term	Attend intervention group once a week with HLTA and complete set tasks	HLTA Young person	28/02/2019	SPAG mark improved by 5 marks	None needed as intervention run during lesson time by HLTA
<b>Academic</b> To be able to recognise her name in written form.	Gracie to play games to support this. Gracie to have a name card as a place setting at the dinner table. Gracie to make a 'snap' game of different names in the family.	Gracie Class teacher Foster carers	27/05/2020	Gracie will be more independent and feel more included within the class. Gracie will be able to pick out her name from a group of other names beginning with a 'G'.	Funding for 1.1 support
<b>Social/Emotional</b> To remain in her space at carpet time even when others are not.	Staff to remind Sinead at the beginning of the carpet session that she needs to remain in her space for the session. Adults remind Sinead to ignore others and to make the right choices.	Staff within class Foster carers	27/05/2020	Sinead will not distract others. Sinead will remain calmer and quieter. Sinead will be more focussed on learning and ignore others who are not	Funding for 1.1 Support

	Foster carers to talk at home about making right choices.			behaving properly. Sinead will join in with carpet sessions.	
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### KS3

Target (What)	Specific Action (How)	Responsibility (Who)	Timescale (When)	Expected outcome )What will it look like)	Pupil Premium Plus
<b>Academic</b> To ensure full understanding of the studied text (The Strange Case of Dr Jekyll and Mr Hyde) and the language it is written in.	Reading the set text and making notes about any words/phrases he doesn't understand. Highlight quotes and key words in exercise book to help memorise and aid revision in future. Being able to zoom in on quotes and analyse the language and techniques used as well as explain in detail why they have been used.	English teacher Young Person	28/02/2020	Dan will have a detailed understanding of the set text and will be able to recall key quotes and explain in detail why they have been used.	£20 to purchase set text and resources such as highlighter pens, post it notes, dictionary/thesaurus
<b>Social/Emotional</b> Improved Behaviour	Meet and greet at the beginning and end of each day	Key worker and young person	End of term	Reduced behaviour points by 50%	Funding for TA time (15 minutes per day).

<b>Academic</b> To improve understanding of 3D shape knowledge	This includes naming shapes, defining key words such as face, edges and vertex and being able to calculate surface area and volume of shapes.	Maths teacher Young person		Vikki will be able to name 5 shapes accurately and add labels (face/edge/vertex) correctly	5 x £25 breakfast club maths session
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#### KS4

<b>Target (What)</b>	<b>Specific Action (How)</b>	<b>Responsibility (Who)</b>	<b>Timescale (When)</b>	<b>Expected outcome )What will it look like)</b>	<b>Pupil Premium Plus</b>
<b>Academic</b> Development of knowledge and application of knowledge for English Literature set texts and power and conflict poem comparison, to secure progress towards Grade 4/5 in Summer GCSE English Literature exam.	Weekly 1:1 tutoring session with AQA exam board English examiner. Session content is directed by M's English teacher and Curriculum Leader for the school.	Young person DT Class teacher and Curriculum Leader for English Tutor	28/02/2020	Secured grade 5 in English Literature March mock exams.	6 x £50 sessions = £300

<p><b>Academic</b> Develop competence with analysis of unseen poetry and language analysis within known poems / texts. Show continued progress in grades towards Grade 4/5 with Grade 4 achieved in February 2019 mock exams.</p>	<p>Weekly 1:1 tutoring session with AQA exam board English examiner. Session content is directed by M's English teacher and Curriculum Leader for the school.</p>	<p>Young person DT Class teacher &amp; Curriculum Leader for English Form tutor</p>	<p>28/02/2020</p>	<p>Secured grade in English Literature March mock exams.</p>	<p>6 x £50 sessions = £300</p>
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## Appendix C – Post-16 SMART target examples

### **Post 16 SMART Targets**

#### **Overview**

The Virtual School asks that all targets set during Post 16 PEP meetings are SMART. This includes targets being set for young people that are attending an education setting or training provider and for those that are NEET.

Targets set must be specific to the young person and the curriculum or training/employment need. Targets must be clear about what is expected and why.

#### **Why it matters?**

When targets are SMART, they are more likely to be achieved. SMART targets provide everyone involved with a sense of clarity about what is expected of them. SMART targets make the review process clear as they provide key indicators of success. SMART targets should be appropriate for the age and abilities of the young person.

#### **Specific**

The target must be **specific** to the young person and the curriculum or training/employment need. The target must detail specific skills or knowledge the young person needs to acquire or demonstrate.

Is this specific to the young person and to the curriculum/targeted area?

Which specific skills or knowledge need to be acquired?

Who needs to be included?

When do you want to do this?

Why is this a target?

### **Measurable**

It is important for everyone to agree on how you will **measure** progress is being made towards targets. Ask yourself, how can we make sure our young person can demonstrate success at their next PEP meeting?

Be mindful that some criteria are easier to measure than others. For example, "working at a Grade 4 in algebra" "improving attendance to above 90%" can be demonstrated through assessment or data whereas "to improve confidence in Maths" is more subjective.

How can you measure progress?

How are you going to demonstrate success?

### **Achievable**

It is important that the targets you set for the young person are **achievable**.

If the young person does not have the skills themselves, how can professionals support them?

This should be detailed as actions within the PEP.

At the PEP meeting, professionals must ask; what is the motivation for this target? Is the amount of effort required on par with what the target will achieve?

Sometimes it is best to focus on just one or two achievable targets.

Does the young person have the skills required to achieve the target?

If not, how can you support them?

What is the motivation for this target?

Is the amount of effort required on par with what the goal will achieve?

### **Realistic**

All aspects of the SMART target must be understood by everyone involved and be clearly linked to the needs and voice of the young person as identified during the PEP meeting.

Will the young person be able to achieve this target?

Will they be able to celebrate a success by their next PEP meeting? Or in the longer term?

Is what is being asked realistic in terms of timescale? For example, can revision of a whole unit of work be completed by the set date?  
 Does the young person have the required independent study skills needed to supplement their learning?  
 Does the young person have access to the required resources such a laptop/Internet?

**Time Bound**

It is important that professionals appreciate that SMART targets should be achievable by the next term’s PEP meeting  
 What’s the deadline and is it realistic?  
 Will this target be able to be reviewed at the next PEP meeting?

**Examples of SMART Targets for those in education**

**Target:** To pass functional skills Maths

**SMART target:**

Target/Outcome	Actions/interventions to achieve these	Timescale (When)	By whom
I will be fully prepared for my functional skills Maths assessment on 25th May by revising fractions and percentages. In particular I need to be able to calculate a percentage discount using monetary values.	I will revise chapters 9 and 10 for 1 hour on a Tuesday and a Thursday, every week for 6 weeks until my exam. I can use BBC Skillswise tasks at home to support what I am learning in class.	25 <sup>th</sup> May	Young person

**Target:** To complete Unit B1 in Health and Social Care

Target/Outcome	Actions/interventions to achieve these	Timescale (When)	By whom
I need to understand the principles and values in health and social care. I will need to be able to describe what is meant by person centred or child centred practice in my written assignment. This must be submitted by 11th April to Mrs Smith.	I will write up my observations from my work placement at nursery, which will give me some concrete examples to include in my written assignment.	11 <sup>th</sup> April	Young person Mrs Smith

**Target:** To get better at maths

**SMART target:**

Target/Outcome	Actions/interventions to achieve these	Timescale (When)	By whom
I will be working at Grade 3 in Maths by the Summer term by focusing on algebra. I will know that I've been successful if I achieve 55% in the algebra end of unit assessment	My 1 to 1 maths support sessions will focus on me being able to expand a single bracket and draw the graph of an equation by completing a table of values.	2nd June	Young Person with support from maths tutor

**Target:** To get better at maths

**SMART target:**

Target/Outcome	Actions/interventions to achieve these	Timescale (When)	By whom
I will develop my skill set in Geometry and Measures and I will be able to apply the formula for finding the area of a triangle when I am given the perpendicular height and base. I will score 40% on my Shape homework in November.	I will complete at least 3 practice questions (Geometry and Measures) each week with my maths tutor in my 1 to 1 session in the lead up to the Shape homework deadline.	8 <sup>th</sup> November	Young person  Maths Tutor

**Target:** To improve my attendance

**SMART Target:**

Target/Outcome	Actions/interventions to achieve these	Timescale (When)	By whom
My attendance in the next 4 weeks will have increased to at least 90% within those 4 weeks	I will have a morning meet and greet with the pastoral team. My post 16 bursary payments will be reinstated once my attendance is above 90%	18 <sup>th</sup> March	YP / Pastoral support staff

## Appendix C – PEP QA Criteria

### PEP Quality Assurance Criteria

The virtual school will complete a quality assurance of each PEP that is submitted via the Welfare Call. The Criteria identified below will be used to make the quality assurance judgement of each PEP.

#### Non – negotiables

The elements of the PEP identified below need to be fully completed for this to be considered a good or outstanding PEP.

- Attendees of the meeting have been recorded fully
- Evidence the young person has attended or been invited to attend the PEP
- Date, venue and time of the next meeting

Virtual School PEP Quality Assurance Criteria			
Gold/Outstanding	Green/Good	Amber/RI	Red/Inadequate
Consistently 'Green' throughout all sections and provides a personalised view of the young person's progress.	Non-negotiable elements of the PEP have been fully completed	Some element of the non-negotiables have been completed.	Most or all Non negotiables have not been completed.
	Complete picture of students, academic and pastoral profile (including Alternative provision, exclusions and attendance)	Some key elements missing of students, academic and pastoral profile (including Alternative provision, exclusions and attendance)	Most or all key elements missing of students, academic and pastoral profile (including Alternative provision, exclusions and attendance)
	Students views have been recorded fully and concerns addressed in the PEP.	Students views are brief and not all concerns have been address in the PEP	Student views are missing and there is now evidence of student input throughout the document

	Complete picture of student's SEMH needs and interventions (where applicable)	Some key elements of student's SEMH needs and interventions are missing (where applicable)	Most or all key elements of student's SEMH needs and interventions are missing (where applicable)
	Previous targets have been fully reviewed and recorded.	Some evidence previous targets have been reviewed and recorded.	No evidence previous targets have been reviewed
	All academic data has been recorded and SMART targets have been recorded	Some academic data has been recorded and targets are not SMART	Most or all academic data is missing and targets are missing or not SMART
	PP+ spending (where applicable) is directly linked to SMART Targets	PP+ spending (where applicable) is in the main directly linked to SMART Targets	PP+ spending (where applicable) does not link to SMART targets.
	Contributor comments have been fully recorded and to a good level of detail	Some contributor comments are missing or lacking detail.	No contributor have been recorded.

## Appendix C – QA of SMART Targets

### S.M.A.R.T Quality Assurance

This tool can be used to make a judgement for the S.M.A.R.T. This table doesn't need to be completed for every target but will be able to act as a guide to reviewing targets.

	SMART	Yes	No
Specific	It is clear what will be achieved		
Measurable	It is clear how success will be measured		
Achievable	Based on PEP content and data the target is achievable		
Relevant	Based on PEP content and data the target is relevant to addressing identified needs		
Time Limited	There is a specific date for review		

Scoring

Yes 5/5 = Outstanding

Yes 4/5 = Good

Scores below this = RI