



# West Sussex Virtual School

## ePEP guidance for social workers and designated teachers 2020-2021

This guidance is in two parts: Part 1 is What makes a good PEP, Part 2 is technical guidance for ePEPs

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## Introduction to West Sussex Virtual School

The core purpose of the West Sussex Virtual School is to promote and secure improvements in the educational progress and attainment of all care-experienced children/young people. These include those West Sussex children and young people who have been placed in schools and colleges in other local authorities. Many professionals are involved in the education of our children and young people. The virtual school tracks pupils' progress and helps to co-ordinate support as if they were in a single school. The designated teachers and social workers are, therefore, an essential part of the team as we work together to achieve the best for our children and young people.

### Virtual school contacts

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### Glossary

PEP – Personal Education Plan

ePEP – Electronic Personal Education Plan

SW – Social Worker

DT – Designated teacher

YP – Young Person

CIC – Children in Care

CLA – Children Looked After

VS – Virtual School

AHT – Assistant headteacher

PPG+ – Pupil Premium Plus Grant

NEET – Not In Education, Employment or Training

## **Part 1 What makes a good PEP**

### **Purpose of the PEP**

The Personal Education Plan (PEP) is a statutory document that is required for all looked-after children and young people. But it is so much more than that. We know education will make a difference to their futures, and this document is the tracker by which we record and monitor our actions. It is a record of the discussions and actions taken by professionals and corporate parents. It shows how we act to promote educational progress and help each child in our care to achieve happy and successful futures. It enables us to consider their needs and see which actions work and what else we need to do to help them fulfil their potential. It allows for regular review and tweaking of actions. It also enables us to show children and young people that we believe in them and value them and through the PEP we create a detailed picture of our children's journey through education.

In brief: the purpose of the PEP is to focus our discussions, allow review of the previous term and record what we will do next to further educational progress in the next term. It also provides a means by which the virtual school can monitor and support the work.

Please remember, while it might be useful to also hold other meetings when professionals are together, the PEP meeting needs to be separate from other meetings. This is so all aspects can be covered and recorded properly.

### **PEP process**

There are three distinct parts to the PEP process. These are:

1. preparation for the PEP meeting;
2. the PEP meeting;
3. follow-up.

These parts create a flowing cycle of monitoring and action to support the child/young person. The ePEP itself is just a record of the discussions and actions. However, it is a legal document and may be shared with carers and the child/young person as it is completed and reviewed. The young person also has the right to request all PEP records once they are 18. It is worth keeping this in mind: what message will your PEP send to the child/young person you are working with if they read it in years to come?

This document aims to supplement the DfE statutory guidance that can be found here:

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

You'll see it makes it very clear that we work as a team and the quality of the PEP is a joint responsibility and the process at all stages involves the child/young person as much as possible (as appropriate for understanding and ability).

The SW has responsibility to set up the PEP meeting, inviting the DT, the carers, the child/young person, the AHT from the virtual school and, in some circumstances, the child/young person's parent and/or relevant family member. The social worker convenes the PEP within 10 days of a child entering care or moving to a new school. If for any reason the child is not in education, the social worker should still convene the PEP meeting and a member of the Virtual School team will take the roll of the DT.

## 1.1 Preparing for the PEP

The DT and SW both need to read the previous PEP and gather the information that will allow them to complete their parts of the new PEP. This might mean communication with colleagues and other professionals. The SW completes section A and the DT section B. Decide between you how the child/young person will complete their section, section C, and who will support them as needed.

**Section A:** The SW needs to update the information sections as appropriate. For many young people little, if anything, will change from term to term.

**Section B:** The DT has various sections depending on the age of the child/young person. All must be completed.

**Attendance:** A very important part of the PEP as attendance can be a real issue among looked-after children/young people nationally. Please make sure you enter sessions where asked for, not percentages.

**Part time timetables and alternative provision:** Part time timetables can be a useful fixed-time strategy to get the child/young person back to full time education. However, they are not a permanent solution and are an exception rather than a rule. If these are used, you must record the purpose and how you are going to support the child/young person to return to full time education.

**Exclusions:** We do not permanently exclude looked-after children/young people but we do recognise that their behaviours can be challenging. Any use of fixed-term exclusion and internal exclusion must be logged here. Please make sure you discuss issues with your VS AHT so we can support you with strategies and signpost colleagues and resources as appropriate.

**Previous schools/settings:** This won't need editing every term.

**Attainment and progress:** This essential element allows the VS to monitor how young people are doing. The school's information for the core subjects must be recorded every term. Core subjects are as follows:

- **Nursery and reception:** All prime and specific areas as listed on the ePEP.
- **Key stages 1 and 2:** reading, writing and mathematics must be recorded. A 'good' PEP will include other subjects as well.
- **Key stages 3 and 4:** English, mathematics and science must be recorded. A 'good' PEP will include other subjects as well.
- **Post 16:** at least three targets that are linked to the chosen course the young person is following. A 'good' PEP will also include careers/future planning and independent living.
- **Special schools:** For children in Special Schools not accessing examinations, attainment and progress needs to relate to their own individual targets. If the child is accessing the national curriculum or GCSE courses, please see the guidance above for the appropriate key stage.

**SEN:** There are two options here for pupils with special educational needs and/or disabilities (SEND). The relevant page must be completed for pupils with SEND.

**Extra support provided in school:** Please make sure this reflects what has actually happened over the past term. This is likely to change as you monitor and tweak your plan for the child/young person. Don't forget to record support such as for transitions, careers, mental health, behaviour etc.

**14-19+ plan for education, employment and training.** This must be completed for all pupils aged 14 and over (essentially, once they are Year 9). It doesn't have to be filled in by the independent careers adviser but does need to keep the focus on the young person's future moving on. This is where we can really help their ambitions and aspirations. Remember, the Gatsby benchmarks make it clear that the DT should engage with the designated careers lead to address the needs of CLA and ensure a joined up approach [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf).

It's also worth remembering that annual reviews for pupils with EHC plans must, from year 9 at the latest, include a focus on adulthood, including employment (para 54 of the above document). While the PEP must be conducted separately from the annual review, the same information will be useful.

**Section C:** Typically, someone at the school will complete this with the child/young person. However, this can be adapted to best meet their needs. It might be that you provide the carers with the questions (or PECs version if more appropriate) in a separate file. This can just be uploaded to the cover page. The DT is typically the person who will feed them into the PEP meeting, or facilitate the young person being able to feed them in.

**Other preparation:** All should start thinking about the targets that were set last PEP and gather information about their success (the difference they have made for the child/young person). This activity is likely to give you some ideas about potential targets for this PEP.

### 1.2 Holding the PEP meeting

The SW, as the 'corporate parent' is responsible for initiating the PEP meeting. The PEP itself is a co-produced document. It is important that **before the meeting**, the SW and DT decide who will chair and who will type into the PEP. The decision about how this will work must be agreed prior to the meeting, and not in front of the child/young person or carers. Indecision at this point can undermine the trust and sense of purpose of the meeting.

Please think carefully about the timing and of the PEP meeting. Before and after school sessions are trickier for the adults but often much better for the child/young person because they mean that the child/young person isn't removed from a lesson and isn't made to look different yet again. And there is a horrible irony about talking about how you are going to improve a child/young person's educational achievement when you've taken them away from their learning. We need to avoid this wherever possible.

In this current world of social-distancing and working remotely, it might well be that some participants have to dial into the meeting. If this happens, please make sure that the technology is tested so time isn't wasted. Whoever chairs the meeting should set out the protocol for speaking and make sure everyone is introduced at the start.

Make sure that you record an accurate summary of the discussion and various inputs. Carers and young people might want a print-out of the PEP once it is signed off. Remember that young people can ask for their records, including PEPs, once they turn 18. Do think about what the written record includes and make sure it's a fair representation of the discussion.

### SMART Targets

The conversation needs to include a review and evaluation of the previously-set targets. Do be careful here – our young people tell us that they often find the meeting to be negative. It is not an opportunity to nag or give a pep talk. You do need to be honest about the situation and come to an agreement as to the reasons for it, but please try to keep this positive and focused on solutions to support progress.

You will need to agree targets during each PEP meeting. They need to be SMART. The DfE defines this as:

**Specific, significant, stretching** Drill right into what needs to happen to help move the child/young person towards their goals. It's not 'meet your target grade', it's what needs to be achieved to help them meet their target grade.

**Measurable, meaningful, motivational** You'll be reviewing the impact of this target next term, so agree it in a way that everyone can see if it has been met or not. More importantly, write it in a way where you can all see if it's made the intended difference or not.

**Achievable, agreed, action-orientated** You'll have some long-term targets that will carry over, but most targets are likely to be short-term, so think about what can be achieved in the term between this and the next PEP. Keeping focused on actions will help to make it clear who needs to do what.

**Relevant, realistic, result-orientated** Make sure the child/young person understands and agrees the need for the target and can see how it will contribute to their progress towards their ambition.

**Time bound** You can set long-term and short-term targets but will probably have more short-term ones. Make sure the intended timescales are clear.

Targets are likely to involve support and efforts from colleagues not in the meeting, so be sure to agree who is going to inform them of what needs to happen. If training is needed for school staff, that training is the responsibility of the DT. If external support is required, for example, from the educational psychologist, please get in touch with the VS to discuss.

If attendance is an issue, we expect an attendance target to be added. Really try to work out what actions will help the child/young person to improve their attendance or punctuality.

We also expect at least one target to refer to the carers and spell out what they will do between now and the next PEP.

If the child/young person doesn't want to attend the PEP meeting, agree and record who is going to sit down and explain the targets to them.

Examples of how SMART targets might be worded are in Part 2 of this document (page 14)

### Pupil Premium Plus (PP+) funding

If PP+ funding is required to achieve a target, you need to apply for it via the ePEP. As you add the SMART target there are drop-down menus and a comments section for you to do this. Please see the technical support part of this document for full guidance (page 9).

#### 1.3 Following the PEP meeting

The SW and the DT need to check and sign-off their parts before the AHT from the virtual school can read through the PEP and complete the required quality assurance steps. They will grade it 'completed' or 'good'. If needed, they will contact the DT or SW to strengthen or add more detail to elements. If the AHT has ongoing concerns, they will share these with the DT/SW or the HT/line manager as appropriate.

A 'completed' PEP has all mandatory fields completed fully, these are:

- Attendance page
- Confirmation of FT or PT timetable. If PT, the details are completed, including end date.
- SEN page (for pupils with SEND)
- Child/Young person's views recorded in one of the following ways:
  - Recorded directly into section C
  - Recorded into section C via interactive child/young person's module
  - Recorded into section via SEN PECS module
  - Use of Early Years module
  - Uploaded documents providing child/young person's views
  - A clear statement that the child/young person does not wish to share their views – this can be recorded in section C or D
- Parent/carers' views
- 14-19 careers page completed for all young people aged 14 and over.
- Attainment and progress recorded as appropriate for the child/young person (see above)
- SMART targets set to improve the child/young person's educational achievement.
- If an attendance target is required, this is also set.
- Costing against target if PP+ is required
- Evidence of how previous targets and interventions have made a difference to the child/young person.

A 'good' PEP also has:

- Attainment and progress data for other areas of study (see above)
- Evidence of transition planning for moving to Reception Year, Year 7 and Year 12 or to new educational provision.
- Post-16 plans for Year 11 pupils recorded in spring and summer PEPs.
- SMART targets to improve the child/young person's educational achievement.
- A SMART target that indicates the carers' role in supporting the child/young person's educational achievement.

### **The role of the AHT**

If you have questions about the PEP, please do contact your AHT from the VS. They can provide support and training. Their role is to ensure the best quality educational provision and support for the children and young people in our care. They quality assure all PEPs and will provide feedback for each one. If improvements are required, they will be honest with you about this.

AHTs will also attend a range of PEPs – this is determined by the needs of the young people. They might attend in person or dial in. If, during your preparation for a PEP, you think it would be useful for your AHT to attend, please get in touch with them as soon as possible. This might be because you have worries about the child/young person's progress or because there is success you know the child/young person would like to share with their AHT.



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## Part 2: ePEP – the technical bit

Log into [secure.epeponline.co.uk](https://secure.epeponline.co.uk) . That will take you to the login screen:

**ePEP eGOV.UK.COM**  
Official ePEP Online

**ePEP Single Sign-On**

Registered e-mail

Password

I agree that by logging into the system I accept that:

- I am a authorised user of this system.
- I have been granted permission to access the SSO ePEP Service.
- I agree to abide by the acceptable use policy.
- I agree terms and conditions of the service.
- I agree and accept the use of cookies on this site.

Login

Request Password/ Password Reset

First time registration (Compulsory for all users)

If you having problems logging in or accessing this page. Please, contact our ePEP Support Desk on 033 377 20944

[ePEP SSO User-Guide](#)

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CYBER ESSENTIALS

For optimal performance and security measures, we recommend using Google Chrome browser when accessing this site.

**Password manages**

Using software to remember passwords for secure sites that contain sensitive or confidential data is normally not permitted by acceptable use of IT policies. Unless specifically permitted by your authority we recommend you do not allow your browser to store your password as this may reduce the security of the system. If you are unsure please contact your organisations IT support department, data protection manager or GDPR manager.

Select the 'West Sussex County Council' blue bar:

**ePEP eGOV.UK.COM** Official ePEP Online

Home | Help Board | Your Learning | Your Messages | PEP Invitations | PEP History | Logout

West Sussex County Council

Locations

Username	Password	Surname	Address
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Select the child/young person and scroll down to the page where you will see 'Current Formal PEPs' and 'Completed PEPs'. Click on the 'PEP' button for the relevant PEP you want to see.

The age of the child/young person will determine the pages that show on their PEP. You'll see these are divided into four sections. Click on the section to take you to the page you want to read or complete.

## Attainment and progress

To add data in this page, click 'Add an Entry' on the top right of the progress report (you might need to scroll across the page). Select the subject and qualification type and enter the data. Please enter the target grade you would expect the child/young person to be on at the end of the year.

Repeat this for all the subjects/areas of study this child/young person is following. **Remember to press 'save' (found at the bottom) after adding each entry!**

## SMART targets and PP+ funding

### Targets

Remember that targets need to be SMART. They will typically be written to show how the professionals and carers are going to support the child/young person to make strong progress. They are not just a list of aspirations or jobs for the child/young person (e.g. 'Reach your target grade in reading' or 'stop arguing with peers').

All targets need to be supported by actions from professionals. Please record the individual actions required to allow our children to succeed.

Please see page 14 in part 2 for examples of targets with actions.

### Funding

Use the ePEP 'targets' page to apply for PP+ funding to support targeted actions. When you add each SMART target, you can click on funding. Select the appropriate 'source of funding' then 'save'. When you have checked this is all accurate, go back into the target by pressing 'view' and then 'submit funding request'. You'll see the status changes from 'Target not yet submitted to VS' to 'Awaiting approval of VS'. This goes to the VS for consideration.

Source of funding?	<input type="text" value="WSVS POST-16 FUNDING"/> <input type="text" value="PP+ ADDITIONAL FUNDING"/>
What will the funding purchase?	<input type="text"/>
How much funding is needed?	£ <input type="text"/>
Comments	<input type="text"/>

Funding is not guaranteed and is decided at panel. Please note that the Virtual School does not pay for any provision detailed in a child's EHCP or that would be provided at no cost to any other child. Due to the highly mobile nature of our cohort, funding is only provided on a termly basis and is dependent on the child remaining on roll. All monies must be accounted for and the impact of the spend detailed in the PEP. This table shows which funding applications will be considered or accepted.



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APPLICATIONS THAT <b>WILL BE</b> CONSIDERED BY PANEL	<b>MAY BE APPROVED – UNDER THE DISCRETION OF THE VIRTUAL SCHOOL MANAGEMENT</b>	APPLICATIONS THAT <b>WILL NOT</b> BE CONSIDERED AT PANEL
1:1 Tuition (core subjects – see earlier guidance)	A laptop and relevant software, including web-safety	Transport Costs
1:1 Teaching Assistant Support (up to £5000 per term)	Residential trips (contribution to remaining cost after foster carer contribution is agreed)	School Uniform
Specialist training to support looked after learners	Educational psychology interventions or assessments	School Equipment
Alternative provision as a means of reducing the risk of exclusion – costs split with school as appropriate	1:1 tuition in any other subjects	1:1 Teaching Assistant used by the whole class
Specialist interventions to support learning and engagement (not therapy)	Books to encourage reading or to build on the work done in the classroom including revision guides	School trips which are funded through the Foster Care allowance
Extra-curricular activities over and above those covered by the foster carers allowance. E.g. specialist music lessons		Extracurricular activities which are funded through the Foster Carer allowance e.g. cubs, scouts, girl guides, youth club, theatre club, football club etc.
		Therapy e.g. Art Therapy, Play Therapy, Psychotherapy (all these need to go through Children’s Services or SENAT to ensure the right person is appointed and the intervention is monitored through the Care Plan or EHCP)
		School interventions that could be accessed anyway e.g. homework club, revision classes
		Provision that should be covered by an Education, Health and Care Plan

### PEP sign-off

Once your section and the PEP meeting is concluded you need to sign off your section. The sign-off pages are at the bottom of each section – just click 'mark completed'.

PEP Sign Off	
Social Worker has not yet completed PEP	<input type="button" value="Mark completed"/>
Next meeting date	<input type="text"/>
Next meeting time	<input type="text"/>
	E.g: HH:MM
Designated Teacher has not yet completed PEP	<input type="button" value="Mark completed"/>
Young Person has not yet completed PEP	<input type="button" value="Mark completed"/>

### **Examples of SMART targets:**

#### **For X to listen to and consider another child's idea at least once during each group activity**

- TA to run small social skills group where they model, role play and provide supported opportunities to practise listening to and considering another person's idea
- Child to attend Lego Therapy group
- Adult available to support child's group during group activities, to remind, prompt and commentate on what's happening when different group members give their ideas

#### **For X to separate from carer within 10 mins in the mornings**

- Teacher to greet carer, then child at the door of the classroom each day
- Child to have a 'job' to do on arrival at school each day, which teacher reminds them about when greeting
- Carer to have short 'goodbye' ritual with child including leaving them with a reminder of them for the day (e.g. heart drawn on wrist) and reminding them they will be there to pick them up at the end of the day

#### **To be able to name 5 facial expressions (happy, sad, worried, safe and kind) and understand their meaning**

- Create 2 sets of emotion cards one for home and one for school
- X to join social skills group 2 x 20 minutes per week

#### **To increase the amount of exercise in order to be more active and run for 30 mins without stopping**

- Create activity sheet / timetable with X
- Display visual timetable on the wall
- Foster carer to support X with joining a sports club

#### **To complete 100% homework tasks in English**

- write homework task in planner after every lesson
- class TA SW to check planner every lesson
- Foster Carer to check & sign planner every night
- Form tutor LT to check & sign planner every Friday
- speak to English Teacher RD if problems

### **To secure a post 16 college course**

- Arrange a careers interview with school careers staff HH
- Research college courses/website
- Attend college open day
- Submit application for college course
- School careers staff HH
- Form tutor BN to review at half term progress
- Foster Carers to support college visit

### **To spell 100 of the year 3/4 words**

- Identify what kind of strategies the YP employs to spell
- Organise designated ten minute 1:1 support for this work on a daily basis
- Consider use of Clicker etc
- Enlist support of Carer in supporting the approach being undertaken

### **To complete 100% of homework set and hand in to subject staff on time**

- School to provide homework timetable and deadlines for longer topic- based tasks
- Carer to ensure X has calendar that is displayed at home and uses this to record homework tasks and deadlines, in addition to using a homework diary
- Carer ensures day to day school timetable is on display
- Carer ensures X packs school bag each evening with any homework that should be handed in

### **To use 3 new PEX symbols to communicate needs consistently for toilet, thirsty and hungry**

- School to print and laminate PEX cards for toilet, thirsty and hungry
- School to ensure that the PEX cards are available in all of x's work areas so that x always has access to them
- School to provide a set of PEX cards to foster carers so that x always has access to them when at home
- School staff and foster carers to model using the PEX cards
- Weekly catch up between school and home to share how x is getting on

### **To read by sight 20 of the 45 reception high frequency words**

- X to have 1:1 precision teaching for 10 minutes 4 x per week
- Teaching assistant to print and laminate 2 x sets of the 20 words to send home for foster carer
- Foster carer to display 1 set of words on the fridge
- Foster carer to practise reading the words at home for 10 minutes 2 x per week and play games such as – word match, placing words around the room and x has to run to the correct word when she hears it

### **e PEP Quality Assurance**

All e PEPs must be completed in order to be signed-off by WSVS (West Sussex Virtual School). Where e PEPs are incomplete or inadequately completed professionals will be informed and asked to complete them. Signed-off e PEPs will be categorised as Completed, Good, Management Decision.

### **Completed PEP**

A Completed e PEP will have all mandatory information fields appropriately completed and the following information;

1. Attendance page completed –if attendance is falling evidence must be provided of this being addressed with appropriate smart targets being set.
2. Confirmation of FT or PT timetable – all PT timetables must be agreed with the VS and a planned return to FT be evidenced. (It is recommended that a PT timetable only be used for 6 weeks)
3. SEN page completed and updated (where applicable)
4. Young Person’s views recorded in one of the following ways:
  - Recorded in section C from interactive young person’s module
  - Recorded directly in section C
  - Use of Early Years module
  - Use of SEN module
  - Uploaded documents providing young person’s views

*Alternatively, if the young person has refused to engage with the PEP or to share their views and wishes this must be clearly recorded somewhere within the PEP.*

5. Parent/carer views are clearly recorded in section C. Please note that this may be the views of a key worker in a residential setting.
6. PEP meeting attendance is recorded and shows that the Social Worker was present.
7. Attainment and Progress recorded for core subjects  
EYFS – prime and specific areas  
Primary – Reading, Writing and Maths  
Secondary = English, Maths and Science  
Special schools – for children not accessing the national curriculum or GCSE courses, attainment and progress needs to relate to their own individual targets.
8. Appropriate targets have been set to improve the young person’s educational achievement with clear links to the progress data provided. If progress in any area is less than good, a target must be set to show how progress will be accelerated in this area.
9. All previous targets have been reviewed and signed off with additional comment.

### **Good PEP**

In addition to the information requested in a completed PEP, a good PEP will also paint a clear picture of the child, their attainment, progress, and aspirations. Section D will be completed in full and give a detailed account of the meeting.

1. Attainment and Progress data for a range of subjects or areas of learning
2. Evidence of transition planning for moving to Reception, Year 7 and Year 12 or to new education provision where appropriate
3. In Year 11, the Spring and Summer term e PEPs must record details of intended Post-16 education course and provider are recorded
4. Appropriate targets must be set to improve the young person's educational achievement. Where progress in any subject is less than good, a target must be set to accelerate progress. Priority must be given to accelerating progress in the core subjects.
5. In addition, a target has been set for the young person's carers to support his/her educational achievements.

### **RAG rating 'progress' judgements**

CLA, on average, need to make faster progress than their peers, to narrow, and eventually close the gap in attainment. Progress on entry to care can be compromised due to circumstances, such as the trauma of coming into care and historical poor attendance.

For children new to care, the initial PEP will not contain progress data. For all subsequent PEPs we are measuring the progress the child has made since the last PEP approximately a term.

For children with EHCP's in both maintained and special schools, progress must be recorded for all subjects where a child is entered for a nationally recognised examination i.e. SATS, Functional Skills or GCSE. For children in Special Schools not accessing examinations, attainment and progress needs to relate to their own individual targets.

**For progress to be judged overall as exceptional, in purple,** it is significantly above expected progress or better than progress for non CLA peers.

- Where schools use points of progress, based on the old measures. 4+ points of progress in a term
- Where schools use their own grading. Show 2 terms progress in a term
- For primary aged children (KS1 and 2) 4 steps of progress over a term
- Within early years 4 steps of progress over a term i.e. From beginning to expected

**For progress to be judged overall as outstanding, in blue,** it is above expected progress for non CLA peers.

- Where schools use points of progress, based on the old measures. 3 points a term.
- Where schools use their own grading. Children need to show significantly more than a term's progress in a term
- For primary aged children (KS1 and 2) 3 steps of progress over a term
- Within early years, 3 steps of progress over a term

**For progress to be judged overall as good, in green,** it is at expected rate or slightly better than non CLA peers.

- Where schools use points of progress, based on the old measures 2- 2.5 a term
- Where schools use their own grading. Children need to show a term or slightly more than a term's progress in a term;
- For primary aged children (KS1 and 2) 2 steps of progress over a term
- For early years, 2 steps of progress over a term

**For progress to be judged overall as 'requires improvement to be good', in amber,** it is slightly below progress of non CLA peers.

- Where schools use points of progress, based on the old measures. 1.5-to 2 a term
- Where schools use their own grading. Children show slightly less than a term's progress in a term;
- For Primary aged children (KS1 and 2) 1 step of progress
- For early years, 1 step of progress over in a term

**For progress to be judged overall as inadequate, in red,** it is below or well below progress of non CLA peers.

- Where schools use points of progress, based on the old measures. 1 a term
- Where schools use their own grading. Children show less than a term's progress in a term;
- In primary (KS1 and 2) less than 1 step of progress in the term
- In early years, less than one step of progress in the term