

Virtual School PEP Quality Assurance Process -2016

Lizzie Watt – Assistant Headteacher (Innovation and Learning)



Below is a list of the criteria that we use to guide our quality assurance process when we go through the PEP paperwork received from schools.

1. Is there evidence that the young person has been involved in their PEP?
2. Have previous targets been reviewed?
3. Were all the right people in attendance, ie, key person/designated teacher, social worker, carer/parent, any other key professional?
4. Was all relevant factual information completed appropriately?
5. Have all the relevant stakeholders been involved in contributing to the PEP?
6. Is there evidence of accurate assessment and tracking information?
7. Have SMART Targets been set with appropriate challenge, using current assessment information?
8. Is there evidence that additional funding eg, Pupil Premium, TAPS, GRIP, is being used to provide additional support/intervention?
9. Are the next steps clear for all stakeholders, including school/setting, foster carer, social worker?

The table below shows the gradings we use at the end of the QA process- this help us to loosely categorise the quality of the PEP **paperwork** and focus our on-going support to each school.

OUTSTANDING	As good, but with real clarity that past and future interventions have, and will allow children to make significantly above expected levels of progress.
GOOD	All information prepared in advance by stakeholders; there was good attendance at the meeting and the information was used to set targets. Targets were SMART and actions involved more than one stakeholder. Targets challenged sufficiently so that there would be good progress. Reference was made to the pupil premium and other resources available and it is clear that the support will accelerate the child or young person's learning.
REQUIRES IMPROVEMENT	Most information has been prepared in advance by stakeholders; there was minimal but sufficient attendance at the meeting and the information was used to set targets. Targets challenge sufficiently so that there could be expected progress but they are not always SMART or appropriately matched to the child's developmental needs. Reference is made to the use of available funding (eg, Pupil Premium) and it is clear that the targets should accelerate the child or young person's learning. Current developmental stages/levels must be known.
INADEQUATE	Information is missing or there has been insufficient preparation for the meeting. Targets are not SMART or appropriate and strategies /interventions are weak.