

DERBYSHIRE PERSONAL EDUCATION PLAN (PEP) **GUIDANCE FOR SCHOOLS &** **SETTINGS (Early years)**



The main purpose of a Personal Education Plan is to set goals that help a Child in Care to achieve their maximum potential in a school or setting. High aspirations coupled with achievable targets are the key to the child's success.

General Notes

- Complete as much as possible before the PEP meeting, then check details and add any unknown information at the meeting.
- **'Carers/Parents Comments about the child'** page will be sent to the parent/carer before the PEP meeting to be completed and brought to share at the PEP meeting. This completed page should be included with PEP paperwork when returned to Virtual School by the Derbyshire Secure Site (Derbyshire Schools only), Post, or Office 365 Encrypted Email.
- **'Setting my new targets to raise attainment'** page - School/setting should consider possible new targets and bring these to the meeting to be discussed. These must reflect the child's current attainment and where applicable help the child to catch up with peers.

Specific Notes for some pages

'My achievements to celebrate' - If the child is not able to answer these questions directly please use your understanding of the child to reflect their views. Please refer to EYFS Statutory Framework 2017 page 10, paragraph 1.9 and if you need more information on the Characteristics of Effective Teaching & Learning.

'My Significant Development' and 'PEP EYFS Child Tracker' - Complete these sections using the child's records and tracking, or, if your school/setting materials include the same information you can just attach a copy. Please use Appendix 1 to decide if the child is above, below or in line with age related expectations. Remember to add the child's age in months.

ECAT Early Language Child Monitoring Tool – please complete/update this before the PEP meeting and bring to the meeting. As the document will be scanned in black and white please tick the statements rather than highlight. If you do not have a copy of the Child Monitoring Tool or the accompanying Derbyshire Early Interventions disc please contact the child's Virtual School Worker.

Derbyshire Physical Development Monitoring Tool - please complete/update this before the PEP meeting and bring to the meeting. As the document will be scanned in black and white please tick the statements rather than highlight. If you do not have a copy of the monitoring tool or the accompanying Derbyshire Every Child a Mover Resources please contact the child's Virtual School officer.

'Setting my new targets to raise attainment' – if the child has more than 1 area of concern, the first priority should be given to Communication and Language and then the other Prime Areas. **Targets must be linked to the child's area/s of low achievement.**

Complete the **Target** column by stating clearly:

- What the child will do (e.g. *play in the home corner with 1 other child with adult support*)
- For how long (e.g. *1 minute*)
- How often they will practice (e.g. *every session*)
- How often they have to be successful (e.g. *3 times out of 5*)

Ideas for how you can help - please include suggestions for both school/setting staff and carer/parent.

Pupil Premium/Early Years Pupil Premium – a provision map will need to be sent to Virtual School to show how this is being used e.g. staff, resources, and cost.

Settings/schools can ask for further support to complete this form from the child's Virtual School officer.

Guidance to support judgments about children's development against EYFS Development Matters age bands

The table below has been provided to inform judgments about whether a child's stage of learning and development is below, in line with, or above age related expectations. Please bear in mind that all children are individuals and that the developmental age bands in the EYFS are indicative of typical patterns of development. A child may not always be typical.

Definitions:

L = low: The child is just beginning to work within the developmental band

S = secure: The child is well established within the band i.e. confidently meeting many of the statements

H = high: Evidence of learning which is Natural, Independent, Consistent and Embedded for almost all statements within the band

Below – child is working below age related expectations

In line – child is working in line with age related expectations

Above – child is working above age related expectations

Find child's age in months in the 1st column and follow this across the page until you reach the development band the child is working in.

[illegible]

[illegible]

Table for children in Reception - Please note that by the end of Reception **all** children are expected to achieve the Early Learning Goals (ELG) irrespective of their age in months.

[illegible]