

## Virtual School Personal Education Plan Quality Assurance Process



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, i.e. The child or young person (if appropriate) , Designated Teacher, Social worker, Carer/Parent, any other key professionals involved with the child only if their presence will add to the positive experience of the meeting for the child)?
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 following tables show the grading's we use as a framework for our quality assurance process- this helps us to loosely categorise the quality of the PEP **paperwork** and focus our on-going support to each school.

## Virtual School Personal Education Plan

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## PEP Paperwork Rating Guide

### Excellent

1. All sections filled in and information provided is clear
2. Young person's voice strongly 'heard' throughout the PEP
3. Young person's progress is acknowledged and celebrated in an appropriate manner
4. SMART targets are set with respect to previous and future planned interventions
5. Information has been gathered well in advance from within school and outside of school - if other agencies are involved
6. Social worker and carer have contributed
7. Pupil Premium Plus use is closely targeted to the SMART targets and pupil progress
8. Information about progress (or not) is clearly described and actions described including who will undertake them
9. Tracking and attendance have been attached or sent into Virtual School

### Good

1. All sections filled in and information provided is clear
2. Young person's voice evident but **NOT** strongly 'heard' throughout the PEP
3. Young person's progress is acknowledged in an appropriate manner
4. SMART targets are set
5. Information has been gathered from within school and some from outside of school - if other agencies are involved
6. Social worker and carer have contributed
7. Pupil Premium Plus use is targeted but not always to the SMART targets or pupil progress
8. Information about progress (or not) is clearly described and actions described including who will undertake them
9. Tracking and attendance have been attached or sent into Virtual School

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### Adequate

1. Most sections are filled in but some information is missing and some could be clearer
2. Young person's voice **NOT** strongly 'heard' in the PEP
3. Young person's progress is acknowledged
4. Targets are mostly SMART
5. Information has **NOT** been fully gathered in advance from within school and outside of school if other agencies are involved
6. Social worker, carer or other agencies involved have **NOT** fully contributed
7. Pupil Premium Plus is not clearly targeted
8. Information about progress (or not) is clearly described and actions described including who will undertake them
9. Tracking and attendance have been attached or sent into Virtual School

### Needs Improvement

1. Some sections are **NOT** filled in - information is unclear and some is missing
2. Young person's voice **NOT** strongly 'heard' in the PEP
3. Young person's progress is **NOT** acknowledged
4. Targets are not SMART
5. Information has **NOT** been fully gathered in advance from within school or outside of school if other agencies are involved
6. Social worker, carer or other agencies involved have **NOT** contributed
7. Pupil Premium Plus use is **NOT** accounted for
8. Information about progress (or not) is **NOT** clearly described **NOR** are individuals named who will be actioning work with the pupil
9. Tracking and attendance have **NOT** been attached or sent into the Virtual School

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