

Quality Assuring an ePEP – Raising Standards to Improve Outcomes for Looked After Children in our care

Grading	Criteria
Outstanding ePEP	<p>Consistently high standard of completion throughout with all Criteria for Good completed to highest standard. A model ePEP that could be used in training others. The ePEP provides an excellent understanding of history, attainment, progress, detailed SMART educational targets and a wealth of information regarding interventions and the impact of Pupil Premium Plus funding (Pre-school-Yr 11) showing measurable increase in attainment. Targets are highly aspirational and achievable. SEND information is fully complete as is any required field regarding Careers and Transition Planning. It is clear that this document is being used as a stimulus for action across the school and the Pupil is exceeding expectations around Progress. Attendance is above 95% and strategies are in place to maintain /improve this. The SW commitment to education is evident. Carers are seen as vital members of the team and take an active roll in supporting educational progress.</p> <p>The student is the central driver for the ePEP and it is clear that decisions are child-focused and that the young person is involved and that the meeting celebrates achievement and progress. The Pupil Voice Section is completed and fully acted upon. The next ePEP date is recorded and details of all those who should attend a PEP are present and their detailed are recorded. The ePEP has taken place within the timescale expected by the VS.</p> <p>Outcome of an Outstanding ePEP: This PEP has passed the Quality Assurance Process. You may be contacted for permission to share with peers this excellent example of practice.</p>
Good ePEP	<p>The ePEP is a Good piece of work with a consistent high standard across the majority of the document. The student is making progress and where they are not on track to achieve their targets, especially in Literacy and Maths, they are being supported to make accelerated progress. The nursery/school/college takes effective action to enable the pupil to reach their potential. Up to date information is shared by SW with school especially barriers to learning.</p> <p>Pupil View section is completed and acted upon. Attendance, Exclusion, SEND, Prior and Current Attainment is shared in the detailed requested. Attendance is above 92% and strategies are in place to improve this further.</p> <p>SMART educational Targets are aspirational and achievable linked to needs and focused on raising attainment.</p> <p>Pupil Premium Plus (Pre-school-Yr 11) is used appropriately, linked to targets and the impact on pupil attainment is detailed and positive.</p> <p>Information is clearly being brought to the ePEP so that informed discussions can take place and targets set that close the gap. Student's engagement in the life of the school is captured and all interventions, achievements and support outlined. The student is at the heart of the meeting and the mood is positive. The next ePEP date is recorded and details of all those who should attend a PEP are present and their detailed are recorded. The ePEP has taken place within the timescale expected by the VS.</p> <p>Outcome of a Good ePEP: This PEP has passed the Quality Assurance Process.</p>
Requires Improvement ePEP	<p>Information and data is missing which prevents those working with the young person from being able to effectively plan for and support needs.</p> <p>The ePEP gives an incomplete picture of the learning experience.</p> <p>There are likely to be problems with:</p> <ul style="list-style-type: none"> ● Pupil Views are not fully recorded and not fully acted upon. ● Targets not 'SMART' or educational in focus. Targets are not aspirational. ● Pupil Premium (Pre-school-Yr 11) is not used effectively or impact not explained ● Some progress is being made but insufficient actions are in place to accelerate progress. ● Attendance is below 92% and there are insufficient strategies in place to improve this. <p>There is a lack of confidence that the ePEP is being used effectively in the school.</p> <p>Outcome of Requires Improvement ePEP: This PEP has not passed the Quality Assurance Process at this stage. A VS Assistant Headteacher will contact DT to address concerns. This may lead to a training session and the need to rewrite the ePEP.</p>

Inadequate ePEP	<p>Significant weakness in data, accuracy, completion and analysis mean that the ePEP is ineffective in addressing learning and wellbeing needs of the child.</p> <p>Likely causes will be:</p> <ul style="list-style-type: none"> • Pupil view missing or too brief and not acted upon. • Key data missing and the VS are not able to judge whether the student is making progress and requires additional support • Targets are not met and there is no information to explain what additional support is being put in place to address learning needs. • Targets are not aspirational, educational or SMART and the gap in learning is not being effectively addressed. • Attendance is significantly below 92% and strategies are not in place to address this. • Pupil Premium(Pre-school-Yr 11) information is absent and/or impact is unclear. <p>Outcome of Inadequate ePEP: This PEP has not passed the Quality Assurance Process at this stage. A VS Assistant Headteacher will contact the school and support will be offered.</p>
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