

VIRTUAL
SCHOOL



QUALITY ASSURANCE FRAMEWORK



Quality Assurance Framework

1. My PEP Meeting

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> Well detailed meeting notes are included. The child or young person is encouraged to attend the meeting. There is a picture uploaded of the child or young person. 	<ul style="list-style-type: none"> Up to date details of attendees and their contact details are included. Meeting notes are completed. All areas of this section are completed. If the child is not present, someone is allocated to feed back to them. As a minimum the DT, SW and Carer have attended the PEP meeting. The child can swim or there is a plan to help them succeed this (KS2-4) 	<ul style="list-style-type: none"> Sections are partially completed. There are minimal meeting notes. There is no plan recorded to help the child learn to swim. 	<ul style="list-style-type: none"> No sections are completed. There are no meeting notes. There is no record of the child's ability to swim

2. About Me

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place. Detailed information provided on support for wellbeing is provided (if required, due to SDQ scores or other meeting discussions). 	<ul style="list-style-type: none"> All personal information is completed. Life story work has been completed or planned with the child or young person. PEP review information is completed. The SDQ score is recorded and updated within a 12month period and information on support provided is included (if required). 	<ul style="list-style-type: none"> Some personal information is completed. Recording of life story work is unclear. SDQ score has been recorded but has not been repeated within a 12-month period. 	<ul style="list-style-type: none"> No personal information is completed. No life story work has been completed. There is no SDQ score recorded.

3. My Education

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> The PEP includes a detailed pastoral overview, which has been updated at the most recent meeting. Any additional or bespoke plans for the child are uploaded such as Alternative Provision plans, EHCP, reports, monitoring, examples of work or achievements. Attendance is exceptional or attendance information has been completed and there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative. Behaviour information has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative. Emotional health and wellbeing information has been completed and either there are no concerns or, there is an exceptional plan of support in place. This includes well detailed support that is bespoke to the child and is creative and innovative. For relevant year groups, key transition plans are detailed; they are bespoke, to the child, creative and innovative. 	<ul style="list-style-type: none"> School details are completed. A mentor/key person has been named. The child is receiving full 25 hours education unless there is an exceptional circumstance which is in line with legal framework and has been agreed with the Virtual School. NIROFTE paperwork is attached. If the child has SEND or an EHCP, an overview of their current plan and targets has been provided. For relevant year groups, key transition plans are detailed. The child or young person's EHCP is uploaded annually. The pastoral overview about the child is updated termly and has an appropriate level of detail. Behaviour information has been completed and there is a good plan of support in place if required. Attendance information has been completed and there is a good plan of support in place if required. Emotional health and wellbeing information has been completed and there is a good plan of support in place if required. At transition the child will be moving to a good or outstanding school. If the child is not, then there is a clear rationale in place. 	<ul style="list-style-type: none"> There are missing details. The child is not receiving 25 hours education, and NIROFTE paperwork has not been attached. Presentation of the child is completed but is poorly detailed. Attendance information has been completed and there is a poor plan of support in place. Behaviour information has been completed and there is a poor plan of support in place. Emotional health and wellbeing information has been completed and there is a poor plan of support in place. For relevant year groups, key transition plans are poorly detailed. The child is moving to a Requires Improvement school and there is no rationale in place. 	<ul style="list-style-type: none"> Details have not been completed. The child is not receiving 25 hours education and NIROFTE paperwork has not been completed or attached. Presentation of the child has not been completed. There is no attendance information and no plan in place. There is no behaviour information and no plan in place. There is no emotional health and wellbeing information and no plan in place. There is no transition information or plan in place for relevant year groups. The child is moving to an inadequate school and there is no rationale.

4. My Attainment

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> All attainment data for each term, year and stage is completed. Reports and monitoring documents are attached. The child is making good or outstanding progress. There is high quality, detailed additional information. 	<ul style="list-style-type: none"> Attainment data is completed from coming into care and key assessment periods. The current term's data is completed as well as the previous term's. A clear picture is provided of the progress the child has made. There is good quality additional information. 	<ul style="list-style-type: none"> There is minimal attainment data. There is limited information of the child's progress. There is poor quality additional information. 	<ul style="list-style-type: none"> There is no attainment data. There is no information around the child's progress. There is no additional information.

5. My Views, Wishes and Feelings.

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> The voice of the child includes well detailed and meaningful answers and information. The professional has clearly gone above and beyond to work with this young person. The child/young person's wishes and feelings clearly influences and links to their Personal Education Plan. 	<ul style="list-style-type: none"> Appropriate voice of the child form is used or attached. All information and questions are completed, and the views of the child are clear. 	<ul style="list-style-type: none"> Limited information and questions are completed, the views of the child are unclear. 	<ul style="list-style-type: none"> No voice of the child information has been completed.

6. My Attendance.

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> The child or young person has above 98% attendance year to date, unless there have been exceptional circumstances and there is a robust plan in place. 	<ul style="list-style-type: none"> The attendance section is complete. There is good planning around any attendance, suspension, or exclusion concerns. Plans in place are having a positive impact Any referrals such as TESSA referrals are recorded. 	<ul style="list-style-type: none"> There is an issue with attendance and there is poor planning in place to address this. There is limited planning around suspension / exclusion concerns. Attendance plans are not having a significant impact. 	<ul style="list-style-type: none"> There are significant concerns around attendance and no planning is in place. There is no planning around suspension or exclusion concerns.

7. My Targets/Outcomes.

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> All previous targets have been achieved. Targets are SMART, creative, highly aspirational, purposeful and relate to a variety of outcomes. There is clear detail about why these targets have been chosen. The use of PP+ is itemised in detail. 	<ul style="list-style-type: none"> Targets have been achieved or carried forward into this PEP and if applicable there is a reflection on why targets have not been met. Targets are purposeful and aspirational. The use of PP+ is itemised. Targets are SMART and link to key themes within the PEP. There is an attendance target if applicable. 	<ul style="list-style-type: none"> Some targets have not been met and there is no reflection. Targets lack detail and aren't SMART PP+ has been allocated but is not itemised. If attendance is below 95% and there is no target for improved attendance. 	<ul style="list-style-type: none"> No targets have been met and there is no reflection. There are no targets set. Basic care needs are being used as a target. PP+ Funding has not been itemised even where there is need.

8. Aspiration Pathway.

Gold	Green	Amber	Red
<p>All green criteria, plus:</p> <ul style="list-style-type: none"> The aspiration pathway has been completed to an exceptional standard and has been uploaded onto the child or young person's PEP. There is a robust network of support that has been clearly identified and will provide long term sustainable support for the child to achieve their aspiration. There is high level detail provided regarding any progress that has been made towards the child's aspiration. 	<ul style="list-style-type: none"> The aspiration pathway has been completed to a good standard and has been uploaded onto the child or young person's PEP. All information has been completed. People have been identified to support the child with their aspiration. Detail has been provided regarding any progress that has been made towards the child's aspiration. 	<ul style="list-style-type: none"> The aspiration pathway has been completed to a poor standard and has been uploaded onto the child or young person's PEP. Information has been partially completed. Limited people have been identified to support the child to achieve their aspiration. Limited detail has been provided regarding any progress that has been made towards the child's aspiration. 	<ul style="list-style-type: none"> The Aspiration Pathway has not been completed. No further information has been completed. No-one has been identified to support the child with their aspiration. No detail has been provided regarding any progress that has been made towards the child's aspiration.

Overall PEP Judgement

To be Gold	6/7 areas to be gold and the remaining one to be green School reports Pictures/evidence of any work or achievements (1 per PEP)
To be Green	6/7 areas to be green and the remaining one to be amber Key documents uploaded
To be Amber	Two or more areas are amber – However, DTs and SWs will be contacted and asked to amend these sections before the PEP is finalised.
To be Red	More than one area is red – However, DTs and SWs will be contacted and asked to amend these sections before the PEP is finalised.

*Aspiration pathway – document to be updated annually, PEP page to be updated termly

The attainment page is not included in the overall PEP judgement due to the page not having a VS comment section, but this is expected to be completed at each PEP.

FAQs

Can PEP money be used to fund a school trip?

- Does it support academic outcomes?
- Does it support social and emotional wellbeing?
- Does it celebrate academic achievement?
- If the child is placed with parents, are they a low-income family?

Contact us for support.

St Helens Virtual School PEP support team

- Chris Dixon christinedixon@sthelens.gov.uk Early Years
- Helen Lee helenlee@sthelens.gov.uk Primary
- Michelle Hart michellehart@sthelens.gov.uk Secondary