

VIRTUAL
SCHOOL



QUALITY ASSURANCE FRAMEWORK



Quality Assurance Framework

1. My PEP Meeting

Gold	Green	Amber	Red
<ul style="list-style-type: none"> Has the child or young person been asked who they want to attend their meeting? Well detailed additional information is 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 Up to date contact details of attendees Additional information is completed. All areas of this section are completed. If the child is not present, someone is allocated to feed back to them. 	<ul style="list-style-type: none"> Sections are partially completed. There is minimal additional information. 	<ul style="list-style-type: none"> No sections are completed. There is no additional information.

2. About Me

Gold	Green	Amber	Red
<ul style="list-style-type: none"> All personal information is completed. High quality and creative life story work has been completed with the child or young person, or this is scheduled to take place. 	<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. SDQ score is recorded and updated within a 12-month period. The child can swim 25 metres or there is a plan to help them succeed this. 	<ul style="list-style-type: none"> Some personal information is completed. Poor quality life story work has been completed. SDQ score has been recorded but has not been repeated within a 12-month period. There is no plan recorded to help the child learn to swim. 	<ul style="list-style-type: none"> No personal information is completed. No life story work has been completed. There is no SDQ score.

3. My Education

Gold	Green	Amber	Red
<ul style="list-style-type: none"> The child or young person has chosen their own key person or mentor. The PEP includes detailed language that creates a clear picture of the child's presentation. Any additional or bespoke plans for the child are uploaded. 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 	<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. Presentation of the child is updated and has an appropriate level of detail. Behaviour information has been completed and there is a good plan of support in place if required. 	<ul style="list-style-type: none"> There are missing details. The child is not receiving 25 hours education, but NIROFTE paperwork has 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 no NIROFTE paperwork has 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.

<p>support that is bespoke to the child and is creative and innovative.</p> <ul style="list-style-type: none"> For relevant year groups, key transition plans are detailed; they are bespoke, to the child, creative and innovative. 	<ul style="list-style-type: none"> 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. 		
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4. My Attainment

Gold	Green	Amber	Red
<ul style="list-style-type: none"> All attainment data for each 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
<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. Careers and aspirations information is completed, and the professional has evidently worked hard to support the child in this area. Professionals clearly show their high aspirations for the child. 	<ul style="list-style-type: none"> Appropriate voice of the child form is used or attached. All information and questions are completed. Careers and aspirations information is completed and detailed. 	<ul style="list-style-type: none"> Limited information and questions are completed. Careers and aspirations information is completed but poorly detailed. 	<ul style="list-style-type: none"> No voice of the child information has been completed. Careers and aspiration information has not been completed.

6. My attendance.

Gold	Green	Amber	Red
<ul style="list-style-type: none"> The child or young person has above 97% attendance year to date, unless there have been exceptional circumstances. 	<ul style="list-style-type: none"> The attendance section is complete. There is good planning around any attendance or suspension concerns. 	<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 concerns. 	<ul style="list-style-type: none"> There are significant concerns around attendance and no planning is in place. There is no planning around suspension concerns.

7. My targets/outcomes.

Gold	Green	Amber	Red
<ul style="list-style-type: none"> All previous targets have been achieved. Targets are 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. There is a reflection on why targets have not been met. Targets are purposeful and aspirational. The use of PP+ is itemised. 	<ul style="list-style-type: none"> Some targets have not been met and there is no reflection. Some targets are purposeful and aspirational. The overall amount of PP+ is listed. 	<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
<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.

* Aspirational pathway – expectation to be updated annually.

Overall PEP Judgement

To be Gold	7/8 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	7/8 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	Any area is red – However, DTs and SWs will be contacted and asked to amend these sections before the PEP is finalised.

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