

Personal Education Plan (PEP) descriptors for The HOPE Virtual School EYFS PEP Monitoring

Initials of young person:	Year group:	School/setting:	Date of PEP meeting:
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Outstanding

- PEP gives a wide range of parent/carer and professionals clear insight into the child's educational development and needs.
- There is evidence that future transitions are planned and documented to support the child's developmental needs.
- If the child's development raises concerns there is clear evidence that the setting is implementing excellent actions and working in partnership with carers and co-ordinating with other services.
- The setting's practice consistently reflects the highest expectations and the highest aspirations.
- There is evidence that actions and next steps from previous PEP have been completed.
- Children's development is in line with Development Matters **or** their development has accelerated.
- Identified actions will match learning needs.
- The child's voice is recorded and there is evidence that it is fully acted upon through next steps and adult actions.
- All aspects of the PEP are completed in detail.
- Pupil Premium (where eligible) is evidenced and shows measurable impact on development.

Good

- PEP gives parent/carers and professionals insight into the child's educational development and needs.
- There is evidence that future transitions are planned.
- If the child's development raises concerns there is evidence that the setting is implementing actions and working in partnership with carers.
- Provision is in place to meet identified learning needs.
- There is evidence that actions and next steps from previous are PEP mostly completed – incomplete aspects are updated or carried forward.
- The child's voice is recorded and is considered alongside next steps and adult actions.
- All aspects of the PEP are completed.
- Next steps are appropriate and in line with the summary of learning, development and additional needs.
- Pupil Premium (where eligible) is evidenced and outcomes improved.

Requires improvement

- PEP gives parent/carers and professionals little insight into the child's educational development and needs.
- There is little evidence that future transitions are planned.
- If the child's development raises concerns there is little evidence that the setting is implementing actions and working in partnership with carers.
- Identified provision does not adequately match learning needs.
- Evidence of discussion of actions and next steps from previous PEP but not all are completed, updated or carried forward.
- Individual target setting is not aspirational
- Child's voice is not reflected in the actions.
- There are gaps in recording on the PEP.
- Pupil Premium (where eligible) is recorded but no recording of outcomes or expected outcomes.

Inadequate (4)

- PEP gives parent/carers and professionals no insight into the child's educational development and needs. There is no evidence that future transitions are planned.
- If the child's development raises concerns there is no evidence that the setting is implementing actions and working in partnership with carers.
- There is no evidence of provision to match learning needs.
- Learning needs have not been clearly identified.
- No evidence that actions and next steps from previous PEP have been discussed, carried forward, updated or completed.
- Next steps are not recorded.
- There are many gaps in recording on the PEP.
- Child's voice is not adequately represented.
- The actions will not address the needs raised in the PEP.
- The Next Steps do not reflect appropriate development.
- Pupil Premium (where eligible) is not completed with impact.

Quality judgement by The HOPE Virtual School

Outstanding <input type="checkbox"/>	Good <input type="checkbox"/>	Requires improvement <input type="checkbox"/>	Inadequate <input type="checkbox"/>
HOPE staff member:		Reason for judgement/comments/next steps:	Date: