



Sunderland Virtual School

EPEP QUALITY ASSUARNCCE

QUALITY ASSURANCE – the Virtual School will use this table to assess the quality of your EPEP. If there are concerns this will be fed back to you through the NOTES section

[Change History](#)

[Attendance Report](#)

[Previous PEPs](#)

[Documents](#)

[Notes](#)

[Pupil Premium Summary](#)

GREEN

- EPEP gives a wide range of parent/carers and professionals clear insight into the child's developmental and educational needs
- EPEP is fully complete with up to date data
- EPEP is effectively evaluated on a termly basis and targets reviewed
(not applicable for initial EPEP)
- Demonstrates the school's ambition for the young person across the curriculum
- All targets are SMART and related to the data
- At least two of the short-term targets are related to educational progress or achievement and one related to overcoming barrier to learning e.g. social and emotional or readiness to learn
- There must be a long-term target
- Targets are supported by clear actions/interventions that the school (named persons) and others will be carrying out to ensure the target is achieved
- Pupil view page is completed
- Use of PP+ is appropriate and effective and is properly recorded in the EPEP with details of how the PP+ has been used, and the impact it has

	<p>had on progress (What difference has it made?). Detailed actual or projected costings must be included.</p> <ul style="list-style-type: none"> • The EPEP contains commentary about progress made from the starting point, and a suitable plan to unpick barriers to learning and accelerate progress wherever possible (this can include educational and other areas of progress) • If relevant, transition plans and actions are clear • If relevant, Careers advice, guidance and support is explicit
AMBER	<ul style="list-style-type: none"> • EPEP gives a wide range of parent/carers and professionals some insight into the child's developmental and educational needs • Data is incomplete or unclear in its relation to the targets • The EPEP does not demonstrate an understanding of how a learner can make progress nor the barriers to learning that need to be addressed. • Targets are unspecific and unrelated to overcoming barriers or gaps in learning. • Targets lack challenge, ambition or educational focus. • The "actions" do not identify the support the school is offering. There is no planned approach to providing support. • The use of the PP+ is neither efficient nor effective or properly recorded in the EPEP. • How the PP+ funding is used is unclear or the interventions ascribed to the spend are those widely available to all children. • PP+ is having little or no impact in supporting educational achievement. (Not applicable for first EPEP or EPEP in new school) • There is insufficient elements of the child's voice present to represent the Child's View • Where appropriate, transition plans and actions unclear • If relevant, Careers advice, guidance and support is unclear

RED

- EPEP gives parent/carers and professionals no insight into the child's developmental and educational needs
- Key information about educational achievement and progress is missing
- Data is not linked to targets
- All targets lack rigor, focus and detail
- There are significant elements of the EPEP which are missing or incomplete
- The child's voice is not captured or lack depth
- PP+ is not identified and therefore impact not evident