

## Primary and Secondary Level PEP Moderation

PEP aspect being moderated	Outstanding	Good	Requires Improvement or below
<b>Student Voice (can be scanned if on separate sheet)</b>	Student voice section has detail and is fully acted on within the plan.	Student voice section is complete and acted upon within the plan.	Student voice section is very brief/not fully acted on.
<b>Prior attainment outcomes at each key stage are complete to ensure at least expected progress</b>	Prior attainment from the previous year and for each key stage from EYFS is complete.	Previous key stage outcomes are accurate although there may be gaps in yearly information.	Neither previous key stage outcomes nor yearly information is completed.
<b>Aspirational target grade or outcomes based on prior attainment and £1500 extra a year</b>	Target grades/ goals are very aspirational and a clear plan to reach these is evident	Target Grades are aspirational. A plan to reach them is seen.	Target grades are not aspirational. Evidence of interventions not seen.
<b>Explicit actions are shown to support behaviour.</b>	Provision planning evident for any triggers and behaviour fully supported	Provision planning successful in some areas.	Provision was not implemented to prevent escalation.
<b>Evidence of attendance &amp; punctuality support</b>	Attendance is above 95%, no unauthorised and less than 3 lates	Attendance is 95% or above but more than 3 lates	Attendance is less than 95%, support to improve this is not in place. Regular lates
<b>SENDCo and DT joint working if there are SEND/mental health needs</b>	Frequent collaboration in target setting, planning support and assessing impact with both lead professionals evident	Collaboration with both lead professionals evident but not fully integrated.	DT & SENDCo collaboration/ joint working not evident
<b>Impact of previous PEP targets and expenditure</b>	Expected or better impact with frequent review evident	Impact as expected with review at the end of the target period	Actions not completed, impact not measured or expenditure inaccurate
<b>New PEP targets are SMART and costed with 75% going towards individual support in English and maths</b>	75% of PP+ assigned with clear actions and impact expected. Where relevant, 1 to 1 specialist support to meet individual needs.	75% of PP+ assigned with clear actions & impact expected to improve progress in maths & English	Less than 75% allocated for maths/English, actions not personalised on need, no expected outcomes, no clear costings
<b>All aspects of the DT designated parts of the PEP are completed and returned within 10 days</b>	PEP returned within 10 days and all aspects complete	PEP was slightly late but all sections complete	Some sections incomplete/ PEP later than 1 month
<b>Transition planning and future education /training/ employment evident</b>	Individual detailed plans for transition and/or future evident	Plans for transition in place and support with future evident	Transition not planned/ little individual support in IAG or future