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| **Personal Education Plan (PEP)**  **Secondary (Years 7 to Year 11)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **EDUCATION SETTING TO COMPLETE ALL SECTIONS**  Please ensure all information is completed in full. Failure to do so will result in delays in finalising the document and any Pupil Premium Plus applications. For boxes which say ‘choose an item’ please click in the box and a drop-down menu should appear. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This is my term**  Summer | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Details of Child:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Family Name | | | | | | | | **Example** | | | | | | | | | | | Given Names | | | | | | | | | **Roberta** | | | | | | |
| Actual DOB | | | | | | | | **17/09/2011** | | | | | | | | | | | Likes to be known as | | | | | | | | | **Bobby** | | | | | | |
| Ethnicity | | | | | | | | **White-British** | | | | | | | | | | | Gender I identify as | | | | | | | | | **Female** | | | | | | |
| Age | | | | | | | | **14 Years** | | | | | | | | | | | Primary Language | | | | | | | | | **English** | | | | | | |
| UPN | | | | | | | | **N000000000001** | | | | | | | | | | | ULN (once acquired) | | | | | | | | | **9477700892** | | | | | | |
| School Year | | | | | | | | **Year 10** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| This PEP Meeting Date | | | | | | | | **28/04/2025** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date set for next PEP Meeting | | | | | | | | **04/10/2025** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this my initial PEP OR the first PEP since the move to a new education setting or school OR are there any changes in my carer details since my last PEP? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there any planned transitions this academic year? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If yes, please provide name of school or college | | | | | | | | **N/A** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is this PEP meeting a joint EHCP review? | | | | | | | | **No** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Personal Education Plan:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My School/Education Setting is: | | | | | | | | **Sunnydale High School** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Designated Teacher/Person is: | | | | | | | | **Steve Samson** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone number and Email is: | | | | | | | | **0151 336 1111**  **samsons@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Headteacher is:  (Please note we must have the headteachers contact details for any pupil premium plus requests to be approved) | | | | | | | | **John Smith** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | | **head@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Key Person is: (‘Which adult do I spend time with at school?’ e.g. My class teacher, a learning mentor etc.) | | | | | | | | **Mr Clough** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their email address is: | | | | | | | | **cloughm@sunnydale.com** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My Social Worker is: | | | | | | | | **Helen Hill** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Their Telephone Number is: | | | | | | | | **07796 611000** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **PEP Meeting** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| People who were involved with completing this form: *(please add more rows below if needed)* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name | | | | | Their Role | | | | | | | | | | | | | | How to contact them | | | | | | | | | | | | | | | |
| **Bobby Example** | | | | | **You** | | | | | | | | | | | | | | **Through Helen your social worker** | | | | | | | | | | | | | | | |
| **Helen Hill** | | | | | **Your Social Worker** | | | | | | | | | | | | | | **Helen.hill@cheshirewestandcheshire.sch.uk** | | | | | | | | | | | | | | | |
| **Marc Clough** | | | | | **Your Head of Year 7** | | | | | | | | | | | | | | [**cloughm@sunnydale.com**](mailto:cloughm@sunnydale.com) | | | | | | | | | | | | | | | |
| **Phil Stott** | | | | | **Your Dad / Carer** | | | | | | | | | | | | | | **Through Helen your social worker** | | | | | | | | | | | | | | | |
| **Kathryn Willmott** | | | | | **Your School Nurse** | | | | | | | | | | | | | | **kwillmott@nhs.net** | | | | | | | | | | | | | | | |
| **Emma Furness** | | | | | **Your Dad’s Supervising Social Worker** | | | | | | | | | | | | | | **emmah@caretodayparallelparents.net** | | | | | | | | | | | | | | | |
| **About Me - How am I doing now?**  E.g. How am I feeling? What do I enjoy and dislike? How do I let you know I am happy? How do I let you know if I am worried or if I need help with something? What am I interested in right now and next? What would help me? What might be preventing me? What am I proud of at home and at school? What would I like to do or try at home and at school? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Child or Young person’s view:**  *(for young people who need help to communicate or those who do not wish to contribute, an adult can help with this)*  **Bobby, you spent time with Mr Clough to talk through what you wanted to share for this section of your PEP:**  Bobby, you say that, in school, you can feel a little overwhelmed and anxious but you shared that lessons are ‘going good’. In Maths your teacher sits with you and goes through the work to make sure you know what to do; if you are still unsure, your teacher is able to help. You say you enjoy ‘Learning Zone’ time and that you work well in the quiet and calm environment, you feel able to focus in there most of the time.  You shared that you, sometimes, find that you get angry with yourself when you don’t understand the work and that Mr Clough, Miss Meadows and Mrs Connelly in the Learning Zone are helping you with things you can do to help yourself with this. You said that you can practice your ‘belly breathing’ which helps you to stop feeling panicked and then you can have another look at a question. If you are still not sure what to do you said that you can ask your teacher and then have Learning Zone time to go over the bits you have found hard. You feel you are trying really hard with the ideas and that they are helping.  Bobby, you said you would like some support for English, Maths and Science.  You say you like lunchtimes with your friends – Bobby, you named a long list of friends!  In the future you say you would like to open and run your own animal rescue centre. In your own time you have completed ‘An Introduction to Being A Dog Trainer’ certificate, an ‘Animal Physiotherapy’ certificate, and a ‘Diploma in Pet Psychology’.  You shared that everything is going well at home, though you said your sister, C, can be really annoying sometimes (Bobby you were laughing when you said this).  In the future you say you would like to open and run your own animal rescue centre. You walk the dogs to help with jobs around the house. Pat has also shown you how to use the washer on an Eco cycle and you now know how to do your own washing. You think that you should probably learn to iron next! | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **My Future Aspirations (Year 9 onwards)** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *What are your current career aspirations? What careers advice, support and opportunities have you accessed and are planned? Have any other agencies been involved?*  Bobby, you have met with our school careers advisor and have been exploring colleges which offer Animal Care courses. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Special Educational Needs** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Do I have any identified SEND or developmental needs?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Special Educational Needs/Disability Status  Additional SEND Support | | | | | | | | | | | | | | | | | | Primary Area of Need  Social, Emotional and Mental Health  Secondary Area of Need, if applicable  Cognition and Learning | | | | | | | | | | | | | | | | |
| **Do I have a formal diagnosis?** | | | | | | | | | | | | | | | | | | **Please state my diagnosis/diagnoses:** | | | | | | | | | | | | | | | | |
| *(eg Foetal Alcohol Syndrome, Irlens, ADHD, Dyselxia, Dyscalulia and/or other)*  No | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | |
| **SEND Strategies and Support** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Please supply a summary of the strategies and support in place for me, excluding those funded by Pupil Premium Plus:**  *Where appropriate, please attach a copy of the Provision Map to accompany the PEP.*  Bobby, to support your wellbeing and progress in your learning, all staff in school have a copy of your one page profile and are aware of what can make you anxious. You have completed the ‘What works for me’ section to help them. You also have:  Quality First Teaching in lesson time.  Scaffolded for tasks using the ‘Step by Step’ approach.  Learning Zone Support on a weekly basis to work on tasks you have found a challenge over the week. This also gives you time to chat through strategies that are working and what we could change/add.  You have daily ‘check-in’ time with Miss Meadows, Mrs Connelly or Mr Clough as and when needed.  **If I have an EHCP please comment on my progress made:** N/A  **Date of EHCP/Top-Up review where applicable:** Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attendance and Progress** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attendance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall Percentage | | | Percentage of absences authorised: | | | | | | | Percentage of absences unauthorised: | | | Are there concerns over my attendance? | | | | | | | Details of Concerns | | | | | Number of fixed term suspensions to date this academic year | | | | | | Number of internal suspensions to date this academic year | | | |
| 98.3 | | | 1.7 | | | | | | | 0 | | | No | | | | | | | None | | | | | 0 | | | | | | 0 | | | |
| **Is the child/young person in full time education?** | | | | | | | | | | | | | | | | | | **If yes, are they engaging with this?** | | | | | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | | | | | | | Yes | | | | | | | | | | | | | | | | |
| **If they are not engaging with the full offer, please complete the following:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Details: | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reduced Timetable | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person on a reduced timetable?**  No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Number of hours accessed: | | | | |  | | | | | | | | | | | | | Reason for reduction: | | | | | | | | | |  | | | | | | | |
| Plan to increase provision/ timetable: | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start date of reduced timetable: | | | | | Click here to enter a date. | | | | | | | | | | | | Date to be reviewed (6 weeks on): | | | | | | | | | | Click here to enter a date. | | | | | | | |
| **Has the person with parental responsibility given consent for a Reduced Timetable?**  Choose an item. | | | | | | | | | | | | | | | | | **For CWaC schools, has the Reduced Timetable form been sent directly to the Education Team within CWaC?**  Choose an item.  [school.relationshipteam@cheshirewestandchester.gov.uk](mailto:school.relationshipteam@cheshirewestandchester.gov.uk) | | | | | | | | | | | | | | | | | |
| *Please make sure a copy of the most up to date Reduced Timetable form is attached to this PEP* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternative Provision | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Is the child/young person accessing alternative provision?** No *If the answer is yes, please indicate the following:* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name/s of Alternative Provision/s: | | | | | | |  | | | | | | | | | | | Is this provision Ofsted / Estyn Registered? | | | | | | | | | |  | | | | | | | |
| Alternative Provision start date: | | | | | | | Click here to enter a date. | | | | | | | | | | | Alternative Provision End date | | | | | | | | | | Click here to enter a date. | | | | | | | |
| What does my week look like? | | | | | | |  | | | | **Monday** | | | **Tuesday** | | | | | | | **Wednesday** | | | | | **Thursday** | | | | | | **Friday** | | | |
| **am** | | | |  | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| **pm** | | | |  | | |  | | | | | | |  | | | | |  | | | | | |  | | | |
| Expected Outcomes: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Progress towards outcomes: | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review date: | | | | | | | Click here to enter a date. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name and contact details of person in school who is responsible for quality assurance:  ***(This must be the Designated Teacher for CLA from the school where the pupil is on roll)*** | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Attainment** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | **Method of assessment**  *(e.g. Teacher Assessment, SATs, Summative Assessment, Mock exam)* | | | | **Previous term assessment** | | | | | | **Current term assessment** | | | | | | **Type of qualification working towards**  *(eg GCSE, BTEC, Entry Level)*  Years 10 & 11 only (Y7-9 n/a) | | | | | **Expected end of Key Stage 4 target grade – based on current attainment**  *(eg GCSE, BTEC, Entry Level)*  Years 10 & 11 only (Y7-9 n/a) | | | | | **Am I on track to achieve National Expectations?** | | | | | **Am I making Expected Progress from my starting point?** | | |
| English | | Teacher Assessment | | | | 6 | | | | | | 6 | | | | | | GCSE | | | | | 6 | | | | | Yes | | | | | Yes | | |
| Maths | | Teacher Assessment | | | | 3 | | | | | | 3 | | | | | | GCSE | | | | | 5 | | | | | Yes | | | | | Yes | | |
| Science | | Teacher Assessment | | | | 5 5 | | | | | | 5 5 | | | | | | GCSE | | | | | 5 5 | | | | | Yes | | | | | Yes | | |
| Hospitality & Catering | | Teacher Assessment | | | | M | | | | | | M | | | | | | BTEC | | | | | M | | | | | Yes | | | | | Yes | | |
| History | | Teacher Assessment | | | | 6 | | | | | | 6 | | | | | | GCSE | | | | | 6 | | | | | Yes | | | | | Yes | | |
| Health & Social Care | | Teacher Assessment | | | | M | | | | | | M | | | | | | BTEC | | | | | M | | | | | Yes | | | | | Yes | | |
| NB: The questions below must be filled in for those young people who are in Reception and above. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **Overall am I on track to achieve Age Related Expectations (ARE)?** Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  |
| **Overall am I making Expected Progress from my starting point**: Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Are there concerns over my school place?** No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **How do YOU think I am doing now?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **School/College view:**  *(Please provide a short summary of strengths and any areas requiring support, this may include dyslexia, dyscalculia, hearing, visual, Wellbeing Assessment Tool information, etc.)*  Bobby, you were keen to add to your PEP (Personal Education Plan) form ready for the meeting but chose not to attend as you find the number of people involved in your meeting a bit daunting. You agreed that you were happy for me (Mr Clough) to share your wishes and feelings which we added to the *How am I Doing* section. You shared that you know what the PEP meeting is for and understand that, as the team around you, we meet to make sure that all the right things are in place so that you can reach you full potential. We also had a chat about the funding that can come with the PEP and what we plan to use that for this term. This has been added to the *Next Steps* section of your PEP.  Bobby, we have had feedback from your teachers and they are really impressed with how you are doing. You strive to do well, even though you can find learning difficult sometimes. You have talked about your mind going blank when you see something in a lesson that you think you might not be able to do and we are working with you to give you strategies to help with this. The Educational Pyschologist (Sally Bennett) visited school to review your learning and she has given you and the team supporting you some really useful information and strategies that we are putting into place. These include ways to help you to feel calm when your mind goes blank in class and increasing time in the learning zone to go over anything you have found tricky and prepare you for the topics that are coming next.  Your One Page Profile has been updated and shared with your teachers and support staff. You have talked very openly about teachers ‘getting cross’ with you when you haven’t felt able to attempt work and how this only makes you panic more, to the point where you need to leave a lesson to reduce the overwhelming feeling of panic you have. You have talked about, and agreed, some strategies you can put in place to help you recognise the triggers of panic. With support, you are becoming more able to manage these feelings, feel safe and ready to learn again.  Staff are using the ‘Step by Step’ approach in your lessons; they can write the main points of what they need you to do during the lesson in order to complete the work set. You can then refer back to this through-out the lesson as a reminder. You have also said how helpful you have found the learning zone time, as you have been able to use this to go over work set in some of your lessons that you have found tricky.  Bobby, to support you and help you develop further, we are going to use the funding linked to your PEP for tuition in English and Maths. The tutors will link with your subject teachers so that you have the opportunity to do some pre-learning for topics that are coming up and also so that you can go over points that have been identified from you weekly quizzes/math zone. You’ve said you are really looking forward to this and that you think it will make you feel more able to ‘have a go’ in lesson time. You also mentioned that you feel you need some additional help with science and an intervention will be put in place using staff in school.  We have gained feedback from your subject teachers for English, Maths and Science:  English:  Bobby, you have made some good progress in English now you feel more able to get started with tasks, particularly with your extended writing. You are able to analyse texts with growing detail and the answers you have given in class show that you have a good understanding of the books that we are working on. Bobby, your creative writing is your strength and the feedback you had from classmates when you shared a recent piece of work was great to see, you should feel really proud!  Maths:  Bobby, you are making good progress in maths and are becoming more confident to ask for help if you are stuck. You are still finding some topics harder than others, which happens with everyone, but your recent work on Pythagoras was great; you had a go, you stuck with it and asked for help and you felt you were beginning to understand it towards the end.  Science:  Bobby, you have made good progress so far this term. I ‘check-in’ regularly with you during the lessons to make sure you understand the instructions written on your ‘Step by Step’ guide. This strategy seems to be really helping you, you seem more confident to get going on the task set and more confident to ask questions if needed. You have been able to stay in lessons without becoming overwhelmed, well done! | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Meeting summary and actions:**  **To include: any additional information provided, what needs to be done next and any actions required.**  e.g: Updates from parents and carers, any identified interventions required or referrals needed to support the child/young person. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bobby, we all agreed in your meeting today that the changes which have been put into place for you so far have had a positive impact on your wellbeing and your ability to learn.  Mr Clough explained the outcome of the recent Educational Psychologist report and discussed how school are implementing the recommendations suggested in the report. A separate meeting will take place to discuss this further on Friday 14th May to ensure you have all the support, different ways of working and anything you need to help learn, feel confident and be happy and safe in school.  Bobby, your teachers have also been invited to attend a training session which will enable them to understand and support you further with your learning and wellbeing in school.  Bobby, you continue to receive daily pastoral support if you need it, and you enjoy sharing details about your social activities and time spent with your family.  **Actions:**  Mr Clough to pass details of the tutors to English and maths teachers so that information and updates can be shared.  Tutor feedback will be collected and added to the Autumn term PEP.  Autumn term PEP date agreed for 4th October at 10am. Bobby, Mr Clough will have a chat to you nearer the time to see if you would like to attend. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Evaluation of Previous Targets:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Previous ‘SMART’ target  *(If first PEP put N/A)* | | | | | | | | | | Has this been met?  *(If first PEP put N/A)* | | | | | **If Yes**, please explain the impact this has had on progress.  **If no**, please explain why. | | | | | | | | | | | | | | | Was Pupil Premium Plus (PP+) accessed?  *(If first PEP put N/A)* | | | | | |
| **Wellbeing -**  To maintain a good sense of emotional well-being whilst at school. | | | | | | | | | | No | | | | | Bobby, you have an excellent relationship with key staff and can seek support daily. You are still struggling with some feelings of panic but, with support, you are becoming more able to manage these feelings, feel safe and ready to learn again. | | | | | | | | | | | | | | | No | | | | | |
| **English -**  To broaden your understanding and enjoyment of poetry through exploration of a diverse programme of poems. | | | | | | | | | | No | | | | | Bobby you are working towards meeting this target and it is something we will be revisiting at the start of Year 11. | | | | | | | | | | | | | | | No | | | | | |
| **Maths -**  To understand Pythagoras theorem and angles in polygons. | | | | | | | | | | Yes | | | | | Bobby, you have showed real resilience in your learning when we completed this work and had a go at everything that was set. We will revisit this again in Year 11 as part of your GCSE preparation. | | | | | | | | | | | | | | | No | | | | | |
| **Science –**  To study GCSE B1 (Cells) and Physics P3 (Particle Model). For B1, osmosis, diffusion), stem cells and magnification linked to microscopes. | | | | | | | | | | Yes | | | | | Bobby, you have increased your knowledge and understanding of the GCSE B1 and P3 units. | | | | | | | | | | | | | | | No | | | | | |
| **Other subject –** *(if applicable)* | | | | | | | | | | Choose an item. | | | | |  | | | | | | | | | | | | | | | Choose an item. | | | | | |
| **Next Steps**  Please link targets set to EHCP if applicable. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **This term’s SMART targets** – please add a target for **each** subject area, **plus** Wellbeing  (Specific, Measurable, Achievable, Realistic, Time limited.) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets are needed for: | Current SMART target details:  *(These must relate to subjects in first column)* | | | | | | | | Details, how will this be achieved?  *(Name of intervention, 1:1 or small group, group size, T/HLTA/TA, when, how often, etc)* | | | | | | | Expected outcome  for this intervention | | | | | | Is PP+ requested this time? | | Cost per hour  *(Please only enter figures)* | | | | | Hours per week  *(Enter part hours in decimal e.g. 15 mins = 0.25)* | | | | | Cost per term  *(Please only enter figures)* | |
| **Wellbeing** | Bobby, we want you to feel emotionally safe in school; for your feelings of panic and anxiety to reduce and for you to develop strong strategies for this so you feel emotionally well and ready to learn with confidence. | | | | | | | | You have daily ‘check-ins’ to plan your day.  You have additional Learning Zone support once a week and this can be increased if needed.  You have access to your “self-soothe” box if you are feeling anxious and need additional time and resources to calm. | | | | | | | Bobby you will have attended all planned lessons with support from staff and the strategies in place to help you.  You will have been able to stay in your lessons for the full period. | | | | | | No | |  | | | | |  | | | | |  | |
| **English** | Bobby, we will be focusing on ‘exploding’ extended writing tasks so that you can focus on what you are being asked to do, picking out the command word and key terms so that you can plan and write your answer. | | | | | | | | Bobby, tasks will be broken down into smaller, numbered tasks and sentence starters and writing frames will continue to be provided.  Teaching Assistant support is also available for you if needed.  You will be starting work with an English tutor and your PEP target will also be shared.  ***(1 hour every other week – 7 weeks across the term)*** | | | | | | | Bobby, you will be given verbal and written feedback in lessons, as well as your weekly mastery scores. | | | | | | Yes | | 39 | | | | | 0.5 | | | | | 273 | |
| **Maths** | To increase your knowledge and understanding of Transformations so that you feel confident to answer questions focused on reflection, enlargement, rotation and symmetry. | | | | | | | | You will receive Quality first teaching and TA support in class.  You will have step by step instructions so you can recap on tasks set.  Tuition is being set-up for you this term so you can consolidate your learning from class and have time to look at what will be covered in the coming weeks. As soon as I have your tutor’s details, I will contact them to share the information needed.  ***(1 hour every other week – 7 weeks across the term)*** | | | | | | | Bobby, your quiz scores will show your progress each fortnight and you will also have completed your mid-course assessment.  (Tuition - 1 hour every other week – 7 weeks across the term – alternated weeks for maths and English) | | | | | | Yes | | 39 | | | | | 0.5 | | | | | 273 | |
| **Science** | To consolidate your knowledge and understanding of Energy and Atomic Structure. | | | | | | | | Bobby, you will have a 1 to 1 intervention in science to secure any gaps in learning.  We will also look at a strategy to support your organisational skills so that you have everything with you ready for the lesson. | | | | | | | Bobby, you will have secured your knowledge and understanding of Energy and Atomic Structure.  You will remain on track with a 5,5 in your end of Year assessments. | | | | | | No | |  | | | | |  | | | | |  | |
| **Other subject**  (if applicable) |  | | | | | | | |  | | | | | | |  | | | | | | Choose an item. | |  | | | | |  | | | | |  | |