Red – requires immediate action; priority consideration

Amber – requires further development

Green – established to a high standard

**When monitoring progress and providing feedback providers should:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **General – Home Learning** |  |  |  | Action required |
| 1 | Adopt a student/family-centred approach to reflect the individual’s needs and home circumstances. Regularly review your approach. |  |  |  |  |
| 2 | Use a personalised approach for communication and to get work to and from students – establish preferred method *e.g.*telephone, home visits, email, digital platform such as MS Teams |  |  |  |  |
|  | **Set Up** |  |  |  |  |
| 3 | Identify “home starting point” and learning priorities. Involve the student and parents/carers so there is ownership of the targets |  |  |  |  |
| 4 | Share current targets in an accessible and understandable way |  |  |  |  |
| 5 | Identify realistic and manageable life skill activities which could meet these targets *e.g.*if communication based, it could come out of a common family activity |  |  |  |  |
| 6 | Identify specific requirements relating to the achievement of accredited outcomes and agree if this is realistic in the setting |  |  |  |  |
| 7 | Ensure expectations about completing and returning work are realistic, clear and understood by the student and/or their parents/carers |  |  |  |  |
| 8 | Provide parents/carers with guidance about how they can provide evidence of learning. Help may be required for parents to recognise small steps of progress |  |  |  |  |
| 9 | Develop evidence and tracking tools to be used at home. Include student self-evaluation where appropriate, e.g. through use of reflective logs |  |  |  |  |
| 10 | Be mindful of the levels of support provided at home – this may impact achievement levels |  |  |  |  |
|  | **Review Delivery of Learning** |  |  |  |  |
| 11 | Carry out regular learning-focused conversations to check on well-being and progress. Review engagement and progress. |  |  |  |  |
| 12 | Ensure the agreed approach and the targets remain fit for purpose Provide supportive, motivational and timely feedback |  |  |  |  |
| 13 | Implement agreed interventions or updates if progress is not as expected |  |  |  |  |
| 14 | Encourage learners to develop innovative ways of sharing their progress |  |  |  |  |
| 15 | Use existing systems for recording progress wherever possible and continue usual quality assurance measures. |  |  |  |  |