



**EARLY LIFE**

ENTERPRISE | ENGAGE | INSPIRE

# Reporting and Recording of Achievement Policy

Last reviewed on: 1st september  
2025

Next review due by: 1st September  
2026

Signed by

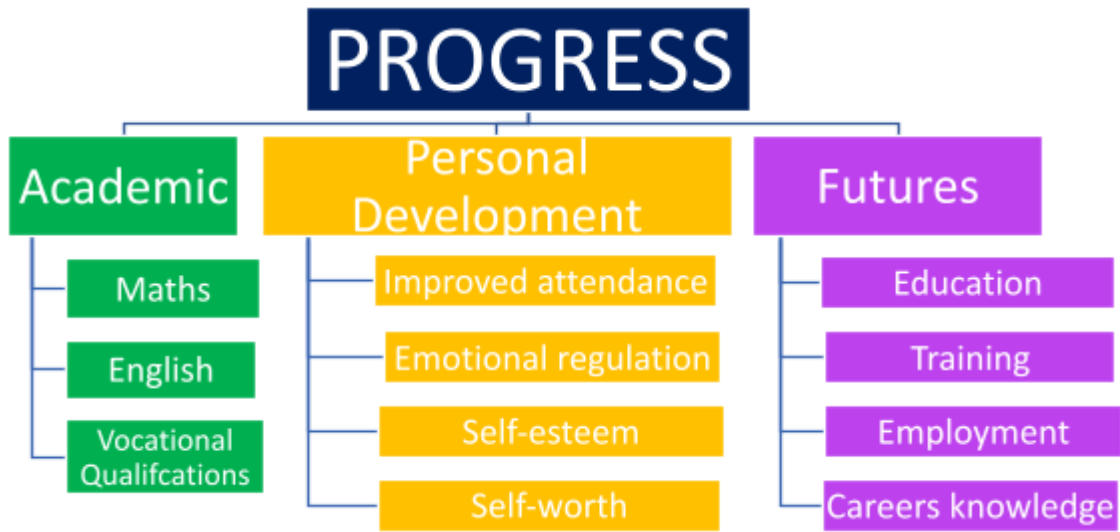
Position

Director / Head of  
Centre



## Progress and Achievement

At Early Life enterprise we believe that progress can be measured through a variety of means not solely academic



### Reporting and Recording

On arrival to the provision students will have an achievement file set up. This will include their completed induction documentation, behaviour and life coaching mentoring records and all records of achievement.

Students will engage in three learning strands: Personal Development, Academic and Futures. Students will have a half termly progress meeting with their key worker to discuss what they have achieved in the 3 strands over the half term and what they would like to work on next half term.

The reviews from this meeting will be shared with referring schools and parents.

**Personal Development:** Each student will engage in 1:1 behaviour mentoring and life coaching sessions which focus on concerns and barriers in school and home. We priorities emotional regulation and resilience skills in order to support students access to workplace environments.

**Academic:** Learners have access to a personalised learning plan linked to their future career aspirations. Our academic sessions aim to complement the work that schools do and provide additional qualifications to aid in the students' future careers plans. These can include among others:

- Functional Skills Maths and English
- Fire Safety Certificate
- Food Hygiene Certificate
- First Aid Certificate
- Digital and IT qualification
- Construction (CSCS) Qualification

**Futures:** Each student will have access to a work placement opportunity in a field that they are interested in as a future career. Placement mentors will be asked to contribute to this review through discussion with the provision staff. We will also focus on developing employability skills so that young people have the knowledge and skills to enter the workplace. The careers and guidance curriculum will extend students aspirations through visits to different workplace providers and FE & HE institutions.

## Half Termly Progress Review

| Student Name         |                           | Key Worker      | Term                      |
|----------------------|---------------------------|-----------------|---------------------------|
|                      |                           |                 |                           |
|                      |                           | Student Comment | Key worker/Mentor comment |
| Personal Development | Attendance                |                 |                           |
|                      | Emotional Regulation      |                 |                           |
|                      | Self-Esteem & Self-Worth  |                 |                           |
| Academic             | Maths                     |                 |                           |
|                      | English                   |                 |                           |
|                      | Vocational Qualifications |                 |                           |
| Futures              | Careers Knowledge         |                 |                           |
|                      | Training (work placement) |                 |                           |
|                      | Employment                |                 |                           |
|                      | Education (FE/HE)         |                 |                           |



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