



Independent School Standards LearnTrek checklist

Independent School Standard	Key Questions for Inspectors	LearnTrek feature	
2.1 (a)	Does the school have a curriculum that delivers a broad range of subjects? (Linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education must be offered).	Curriculum feature	<ul style="list-style-type: none"> Allows users to map their entire curriculum to the level of individual learning outcomes/success criteria/content coverage. Staff have full visibility of the full range of subjects and qualifications offered. Leaders can use curriculum tracking and reporting to explain how the learning is sequenced, including identifying areas for improvement, gaps in underpinning knowledge and interventions that are taking place or are planned.
		Curriculum feature	<ul style="list-style-type: none"> Cross-curricular themes are mapped where a specific subject does not exist or where learning outcomes are embedded within a range of different activities. For example, where Fundamental British Values are embedded within social and practical activities such as mock elections, or as part of the PSD/PHSE subject area.
		Files feature	<ul style="list-style-type: none"> Individualised Education Plans detailing specific curriculum goals (including justification of subjects/levels/programmes of study) can be uploaded to a child's record.
		Targets feature	<ul style="list-style-type: none"> Progress against goals can be tracked numerically or anecdotal (or both) via target tracking and logs features.
	How does what's on offer show breadth and offer opportunities for in-depth consolidation of knowledge and/or qualification?	Timeline Feature (Autumn 2025)	<ul style="list-style-type: none"> Leaders can track changes in the curriculum in the previous 12 months by producing a timeline that shows attainment across all metrics (including all curriculum outcomes achieved across a breadth of subjects). Leaders can show how gaps were identified and provision adapted to affect improvements in knowledge consolidation.
		Curriculum feature	<ul style="list-style-type: none"> Progress towards qualifications can be monitored weekly, half-termly, termly and year to date. Copies of qualifications can be stored for individual children. Reporting will show the % of total qualification schemes complete at any given time or by the half term/term/year.

2.1 (a)	Does teaching enable pupils to make good progress according to their abilities?	Targets feature	<ul style="list-style-type: none"> Allows users to create bespoke targets for pupils based on an analysis of baseline assessments and/or from their own individual starting points. The target tracking feature allows staff to create and track progress against category areas (learning & cognition, for example) as well as individual targets at a pace that suits each pupil. LearnTrek target reporting produces an analysis of areas of strength and development areas, as well as numbers of targets met / partially met/ not met.
		SEND tab	<ul style="list-style-type: none"> Information about a pupil's diagnoses, triggers and strategies can be stored on LearnTrek and these can inform how progress is made and provision adapted to suit the needs and abilities of pupils. Information on SEND can be tagged and filtered in all system reporting so that reports show how SEND learners with specific diagnoses or needs are progressing.
		Logs feature	<ul style="list-style-type: none"> The logs feature allows users to make day-to-day or periodic observations about progress for individual pupils. These observations can be structured thematically or session-by-session, creating a record of progress according to pupils' abilities in areas other than curriculum.
		Customised behaviour, engagement, participation and social-emotional progress features	<ul style="list-style-type: none"> A selection of fully customisable metrics within LearnTrek allow users to track the type and pace of progress in non-academic areas. This helps staff and leaders to provide a full context for the pupil in terms of what "good" looks like. Reports on each of these areas demonstrate the direction of travel for learners struggling with learning, and show how improvements in non-academic skills help support progress according to pupil's abilities.
2.1 (a)	Is progress properly assessed as part of a continuous process which feeds back into lessons?	Curriculum feature	<ul style="list-style-type: none"> Allows users to demonstrate how gaps in pupils' progress are identified and to explain the process for closing gaps. Curriculum reports can be created to provide an example where a learning outcome has been approached in a different way to help the pupil achieve it after initial failure. All interventions can be noted at the level of subject/level/outcome/activity, allowing users to show how teaching is adapted in response to feedback.
		Snapshot reports	<ul style="list-style-type: none"> Snapshot reports bring together pupil/class/year group/cohort progress metrics to assist in continuous feedback on teaching. Staff who are struggling can be identified and supported through reporting features.
2.1 b (i)	How does the school ensure that the curriculum meets the needs of individual pupils in terms of their ages, needs and aptitudes,	Files feature	<ul style="list-style-type: none"> Schemes of Work differentiated for ages/ needs/ SEND can be stored on LearnTrek.
		Curriculum feature	<ul style="list-style-type: none"> Schemes of Work (including differentiation) can be loaded into the curriculum area of LearnTrek if required. This allows settings to track against specific schemes and identify gaps in order to tailor learning to needs.

	including those with SEND?		<ul style="list-style-type: none"> All qualifications and programmes of study available in the UK are pre-loaded into LearnTrek and can be used across the full range of levels. This allows settings to demonstrate ambition for learners who are able to stretch themselves.
2.1b (ii)	How does the education on offer to pupils ensure there is no conflict with or inconsistency with fundamental British values?	Curriculum feature	<ul style="list-style-type: none"> Cross curricular mapping allows leaders to demonstrate how their curriculum is underpinned by continuous learning about values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. LearnTrack allows settings to map outcomes from “subjects” or “themes” such as these to activities within the curriculum. For example, a PSD session including a mock election, or a Food Technology session that focusses on dishes from another culture. As the outcomes are met by the activities, LearnTrek can show how learning about Fundamental British Values is captured and to what extent for each pupil or for a whole cohort, year group, or setting. Gives an easily-accessible overview of planned outcomes or content across a whole setting for maximum transparency.
		Files upload	<ul style="list-style-type: none"> Planning documents can be uploaded to the files area in advance so that settings can review content and ensure potential conflicts are caught early.
		Logs feature	<ul style="list-style-type: none"> The daily or weekly logs feature can be set up to include a planning section to allow staff plans to be uploaded in advance. These can then be accessed by leaders as necessary for audit purposes or in order to support staff development.
2.2b	How do pupils acquire speaking, listening, literacy and numeracy skills?	Curriculum feature	<ul style="list-style-type: none"> Allows subject content to be uploaded that specifies literacy numeracy objectives/outcomes and these are tracked daily and are visible at all times. Allows literacy/numeracy objectives to be mapped onto appropriate subjects or other practical activities where learning is embedded (for example, weights and measures in Food Technology).
		Targets feature	<ul style="list-style-type: none"> Allows specific literacy/numeracy goals to be defined across a longer term and sits alongside day-to-day curriculum progress tracking. Numeric data can be recorded against literacy/numeracy target areas or against individual targets that can be set as often or as infrequently as required for an individual pupil. Allows setting to collate reporting on overall progress towards literacy/numeracy objectives as a setting, or by cohort/year group.
2.2d (i) & 2.2d (ii)	How do pupils receive personal, social health and economic education which reflects the school ethos?	Curriculum feature	<ul style="list-style-type: none"> PHSE schemes or programmes can be tracked in their entirety. Cross curricular mapping allows settings to demonstrate how their curriculum is underpinned by specific learning from PHSE.

	How do pupils receive personal, social health and economic education (PHSE) which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010)?		<ul style="list-style-type: none"> • LearnTrack allows settings to map outcomes from “subjects” or “themes” within PHSE to other activities within the curriculum. For example, a visit or trip to a financial institution, or a mock interview. • Gives an easily-accessible overview of planned learning or content across a whole setting for maximum transparency.
		Targets feature	<ul style="list-style-type: none"> • Allows settings to create target categories (to track longer term PHSE goals) such as financial wellbeing or social skills. • LearnTrek target reporting produces an analysis of areas of strength and development areas, as well as numbers of targets met / partially met/ not met.
		Incident report feature	<ul style="list-style-type: none"> • Allows users to create custom tags for behaviours/attitudes/areas for development and review them across the provision to demonstrate how the curriculum responds to shifts in debates as well as the changing landscape of technologies like social media etc. • Racism/ homophobia/intolerance of other faiths can be tracked across the setting and reporting on this can feed into interventions that can support PHSE.
2.2d (iii)	How does the school ensure that appropriate Relationships and Sex Education (RSE) is provided to secondary aged pupils in line with changes as of Sept 2020.	Single Central Record (coming 2025)	<ul style="list-style-type: none"> • An up to date copy of the RSE can be held on the SCR, along with evidence of how/when this has been reviewed and by whom.
		Curriculum feature	<ul style="list-style-type: none"> • RSE schemes or programmes can be tracked in their entirety. • Cross curricular mapping allows settings to demonstrate how their curriculum is underpinned by specific learning in RSE. • LearnTrack allows settings to map outcomes from “subjects” or “themes” within RSE to other activities within the curriculum. For example, a visit to the setting from a sexual health nurse. • Gives an easily-accessible overview of planned learning or content across a whole setting for maximum transparency.
		Incident report feature	<ul style="list-style-type: none"> • Allows users to create custom tags for areas for development around risk and sexual harm and review them across the provision to demonstrate how the curriculum responds to shifts in debates as well as the changing landscape of technologies like social media etc. • New and emerging risks can be identified quickly using custom reporting, and interventions can be planned and stored against student profiles where work must be done to mitigate risks.
		Database feature	<ul style="list-style-type: none"> • Allows users to record copies of up-to-date content forms for RSE instruction against individual student profiles.

2.2e (i) 2.2e (ii) 2.2e (iii)	How does the school ensure secondary aged pupils receive accurate up-to-date careers guidance that is presented in an impartial manner? How does the school ensure secondary aged pupils receive accurate up-to-date careers guidance that enables them to make informed choices about a broad range of career options? How does the school ensure secondary aged pupils receive accurate up-to-date careers guidance that helps to encourage them to fulfil their potential?	Targets feature	<ul style="list-style-type: none"> Individualised career goals can be recorded and progress assessed as part of a target category (as appropriate) - these can include Gatsby benchmarks.
		Curriculum feature	<ul style="list-style-type: none"> Careers schemes or programmes can be tracked in their entirety. Cross curricular mapping allows settings to demonstrate how their curriculum is underpinned by specific Careers learning/goals. LearnTrack allows settings to map outcomes from “subjects” or “themes” within Careers to other activities within the curriculum. For example, work experience opportunities. Gives an easily-accessible overview of planned learning or content across a whole setting for maximum transparency. Employability / careers workbooks can be uploaded to create online portfolios of evidence for pupils in Years 10-13. External providers of impartial careers guidance can have a LearnTrek login and can record progress on the system.
		Logs feature	<ul style="list-style-type: none"> Allows users to create thematic journal areas to “log” a full chronology of progress - settings can create a “careers” box to pull anecdotal data from. Logs are fully searchable and key word searches for “careers” can provide a chronology of work done in this area to evidence progress.
2.2h	How does the school ensure all pupils have the opportunity to learn and make progress and not just catering for the majority of pupils?	Files upload	<ul style="list-style-type: none"> Baseline assessment on admission can be uploaded to files area.
		Curriculum feature	<ul style="list-style-type: none"> Bespoke curriculum uploads allow users to track progress for pupils working below the minimum levels in primary or secondary education rather than tracking against age-related expectations or national standards. This can be by using a specialist curriculum, or one the setting has synthesised themselves.
		Target feature	<ul style="list-style-type: none"> Records of baseline assessments as well as diagnostic assessments can be made as part of target setting/tracking and re-visited over time. Target tracking allows settings to review (daily/weekly/half-termly/termly/annually) starting points and gaps, assessing progress against pupils’ own unique starting points. Progress in target areas can

			be reviewed across entire year groups/cohorts/programmes so that patterns/concerns can be identified to ensure all pupils are progressing.
		The Engagement Model feature	<ul style="list-style-type: none"> Allows setting to track progress for pupils working below National Curriculum P levels. 5 categories of engagement are tracked using a series of observations, and this allows progress to be monitored when pupils are working at a level that makes it difficult for them to access a formal curriculum and for their progress to be tracked against it. Allows pupils who are unable to take part in phonics or basic numeracy to demonstrate progress.
2.2 (i)	How does the curriculum provide effective preparation for pupils for the opportunities, responsibilities, and experiences of life in British society?	Logs feature	<ul style="list-style-type: none"> Allows users to upload evidence that leaders have provided opportunities within the formal curriculum for pupils to engage with public institutions and with society at the local and national level. Evidence may be photographic or via video or documents and may record visits outside of the setting.
		Files upload	<ul style="list-style-type: none"> Copies of evidence that leaders have provided opportunities within the formal curriculum for pupils to engage with public institutions and with society at the local and national level can be uploaded to the student's individual files area.
3.a	How does the school enable pupils to acquire new knowledge and make good progress according to their ability so they increase understanding and develop their skills in subjects taught.	Reporting features	<ul style="list-style-type: none"> Staff performance can be monitored, especially where weaknesses have already been identified, using reporting on specific metrics (behaviour, attendance, curriculum outcomes etc). The impact of staff changes on a series of metrics can be analysed via a timeline of provision that brings together timetable data and progress data.
3.b	How does the school track progress to foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think for themselves?	Target feature	<ul style="list-style-type: none"> Allows users to create target categories that evidence progress in these areas over time/ against baseline/ vs own starting points.
		Curriculum feature	<ul style="list-style-type: none"> Allows leaders to demonstrate how gaps in learning are identified and how this informs future teaching by staff. Annotation of learning outcomes/content coverage within curriculum logs allows leaders to provide examples of instances where staff have adapted content so as to foster learner's individual interests and to encourage debate and independent thought. Allows users to record conversations with parents around progress.

		Communications log	<ul style="list-style-type: none"> • Evidence of how leaders/staff help students to develop in these key areas can be uploaded to the communications log as part of the communications around the child. • Interventions around progress and behaviour/attitudes can be documented as part of a communications/interventions timeline to evidence a proactive approach to fostering these skills.
		School reports feature	<ul style="list-style-type: none"> • Allows users to demonstrate how progress is discussed with pupils and parents who contribute to school reports as a collaborative process. • Allows users to show how they meet statutory obligations to provide formal progress reporting to parents.
3.e	How does the school ensure teaching staff have a good knowledge and understanding of the subject matter being taught.	Single Central Record (2025)	<ul style="list-style-type: none"> • Allows users to produce information about the % of teachers with QTS in the school and for specifics about what non-qualified teachers are expected to deliver (at what level etc). • Copies of staff qualifications as well as CPD requirements can be recorded.
		Curriculum feature	<ul style="list-style-type: none"> • Subject Lead views show data about how a subject is performing overall, and which pupils are excelling or struggling within the subject. Allows Subject Leads to respond and intervene appropriately with weaker staff who may need support. • Allows leaders to identify areas for further improvement in quality of teaching across the school/setting.
3.f	How does the school ensure that it utilises effectively classroom resources of a good quality, quantity and range?	Curriculum feature	<ul style="list-style-type: none"> • Allows users to store copies of high quality resources as evidence of pupil progress.
3.g	How does the school ensure a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.	Curriculum feature	<ul style="list-style-type: none"> • Marked evidence of progress can be uploaded against set activities or learning outcomes for each student. • Subject overviews provide leaders with visual evidence across a cohort/year group/project/school/the setting so that they know how regular assessment is happening and how consistent an approach is being taken by staff. • Portfolio evidence can be uploaded/downloaded and submitted for marking where this is appropriate to the subject/qualification/assessment type.
3.h	How does the school utilise effective strategies for managing behaviour and encouraging pupils to act responsibly?	Single Central Record (2025)	<ul style="list-style-type: none"> • Allows users to evidence that staff have read and understood the most up-to-date behaviour management policy on the school website and in particular the specifics of the policy as it relates to exclusions, restraint and staff training.
		Bespoke behaviour feature	<ul style="list-style-type: none"> • Allows leaders to review positive and negatives in low level behaviours for an individual pupil as well as cohorts/year groups/programmes/schools/the setting.

			<ul style="list-style-type: none"> Allows users to track the extent to which pupils follow the setting's rules and/or culture/values. Leaders can identify category areas (types of behaviour/types of rules) where there are successes and areas that must be developed. Leaders can provide evidence of how they are responding to dips in performance at the level of individual pupils or setting- wide dips in performance.
		Incident report feature	<ul style="list-style-type: none"> Allows staff to instantly report behaviour incidents, alerting leaders. Allows leaders to track types of behavioural incident as well as severity level and follow up, including consequences. Allows users to track fixed term or permanent exclusions. Creates a student-specific chronology of what has happened, how it has been dealt with, and what learning has been disseminated to the staff team. Incidents by pupil view provides leaders with evidence of pupil-specific behaviour interventions including records of any restorative meetings and correspondence with parents and other stakeholders. Automated secure sharing of incidents via email internally and externally. Allows users to track and record responses to racist, homophobic, misogynistic or other inappropriate language in school.
3.i	How does the school ensure it does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance?	Single Central record feature (2025)	<ul style="list-style-type: none"> Allows users to record DBS checks as well as notes on follow up with staff about concerns raised as a result (eg. records of political protest).
		Logs feature	<ul style="list-style-type: none"> Searchable logs allow leaders to review the content of sessions for evidence that staff's political and religious views are not presented as fact in teaching.
		File upload	<ul style="list-style-type: none"> Files uploads can be used for staff to upload planning documents for review to ensure planned teaching meets requirements not to undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance.
3.j	How does the school ensure it does not discriminate against pupils contrary to part 6 of the Equality Act (2010)?	File upload	<ul style="list-style-type: none"> Individualised Education Plans (IEPs) can be uploaded centrally. These should show how leaders ensure reasonable adjustments are made in light of SEND or other barriers to access.
		Single Central Record (2025)	<ul style="list-style-type: none"> Copies of Fair Access policy and other suitable policies can be uploaded to the SCR and records can be kept of staff who have read and understood them.
		Communications log feature	<ul style="list-style-type: none"> Allows users to keep communication records that evidence how parents are consulted with in the provision of reasonable adjustments.
4.	How does the school ensure that a framework for pupil performance (with reference to the school's aims and ethos	School reports feature	<ul style="list-style-type: none"> Allows users to demonstrate how progress is discussed with pupils and parents who contribute to school reports as a collaborative process. Allows users to show how they meet statutory obligations to provide formal progress reporting to parents.

	and/or national norms) is communicated with parents?		<ul style="list-style-type: none"> School reports can automate the inclusion of progress towards target or behaviour/values and ethos categories that correspond to the setting's aims.
5.a	How does the proprietor actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs?	Bespoke behaviour feature	<ul style="list-style-type: none"> Allows users to create a set of rules for the setting that embed fundamental British Values (for example, tolerance & respect) and then track the extent to which these are being followed session-by-session, day-by-day, term-by-term. Reporting shows improvements and challenges over time as well as which "rules" are particularly challenging for individual pupils or for cohorts/year groups etc.
5.b.i	How does the proprietor ensure that pupils are enabled to develop their self-knowledge, self-esteem and self-confidence?	Target feature	<ul style="list-style-type: none"> Allows users to create target categories that evidence progress in these areas over time/ against baseline/ vs own starting points.
7.a 7.b	How are arrangements made to safeguard and promote the welfare of pupils at the school? How do such arrangements have regard to any guidance issued by the Secretary of State?	Single Central Record (2025)	<ul style="list-style-type: none"> Allows users to keep up-to-date copies of safeguarding and wellbeing policies as well as records of who has read and understood them. Allows users to keep records of DBS and other staff checks. Allows users to show that statutory guidance is disseminated to staff as and when it is updated (eg. annual review of KCSIE).
9.b	How can the proprietor show that the policy is implemented effectively?	Safeguarding feature	<ul style="list-style-type: none"> Allows staff to instantly report/record safeguarding concerns, alerting leaders. Allows leaders to track types of safeguarding concerns as well as severity level and follow up. Allows leaders to keep all safeguarding documents and referrals in one place. Creates a student-specific chronology of what has happened, how it has been dealt with, and what learning has been disseminated to the staff team. Safeguarding by pupil view provides leaders with evidence of pupil-specific safeguarding interventions including records of any referrals or meetings and correspondence with parents and other stakeholders. Automated secure sharing of incidents via email internally and externally. Allows users to track and record responses to specific types of growing risks such as FGM, honor-based violence and others. Alerts leaders to outstanding issues that require intervention.

10	9.c How does the school ensure that a record is kept of behaviour sanctions imposed upon pupils for serious misbehaviour?	Incident report feature	<ul style="list-style-type: none"> • Allows staff to instantly report behaviour incidents, alerting leaders. • Allows leaders to track types of behavioural incident as well as severity level and follow up, including consequences. • Allows users to track fixed term or permanent exclusions. • Creates a student-specific chronology of what has happened, how it has been dealt with, and what learning has been disseminated to the staff team. • Incidents by pupil view provides leaders with evidence of pupil-specific behaviour interventions including records of any restorative meetings and correspondence with parents and other stakeholders. • Automated secure sharing of incidents via email internally and externally. • Allows users to track and record responses to racist, homophobic, misogynistic or other inappropriate language in school. • Alerts leaders to outstanding issues that require intervention.
	How does the school ensure that bullying is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.	Single Central Record (2025)	<ul style="list-style-type: none"> • Allows users to keep up-to-date copies of behaviour policies as well as records of who has read and understood them.
11	How does the school ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy?	Single Central Record (2025)	<ul style="list-style-type: none"> • Allows users to keep up-to-date copies of Health & Safety and Fire Safety policies as well as records of who has read and understood them. • Allows users to keep records of Health & Safety/ Fire Safety training, including copies of staff certificates with “refresh by” dates and alerts.
12	How does the school ensure compliance with the Regulatory Reform (Fire Safety) Order 2005?		
13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.	Single Central Record (2025)	As above for First aid policy and training.