



The suite in practice.

Useful systems for complicated work.

A practical guide to the tools, tasks and features
that support the school day.



DAS Board



SitRep



PASSport



HP Source



WorkPane



Ready

Choose your chapter.

Browse a product, follow a school need, or use each chapter's feature index to find a specific capability.

DAS Board

05

Pupil support, evidence and professional casework

SitRep

21

Rooms, seating and classroom practice

PASSport

34

Planned sessions, whereabouts and follow-up

HP Source

45

House points, rewards and recognition

WorkPane

55

The staff day, notices and useful resources

Ready

67

School evaluation, improvement and impact review

Account - shared service

77

Shared sign-in, licences and appropriate access

Choose your view / 83-84

Indicative annual pricing / 85

School-needs routes / 03-04

Getting started / 86

Start with your school's work

Start with the job in front of you, then open the relevant chapter.

Plan, teach and review lessons

Find the relevant pupil picture, prepare rooms and seating, use classroom tools and review or share lesson information.

DAS Board 05

SitRep 21

WorkPane 55

Plan and review pupil support

Explore support planning and casework, plus reports of scheduled provision and recorded outcomes.

DAS Board 05

PASSport 34

Coordinate sessions and pastoral follow-up

Find planned sessions, organise changes and follow-up, bring existing work into view and prepare tutor or year-team work.

PASSport 34

WorkPane 55

Recognise achievement

Explore House points, rewards, competitions and the reports or recognition the school chooses to share.

HP Source 45



A school example of the feature in use.

Find the right foundation

Start with the job in front of you, then open the relevant chapter.

Organise the staff day

Find assigned work, useful notices and resources, plan around the calendar and keep the staff hub useful.

DAS Board 05

WorkPane 55

Evaluate and improve school practice

Explore school evaluation, improvement priorities, evidence, impact review and preparation for professional discussion.

Ready 67

Manage school access and records

Find sign-in, licences, staff responsibilities, source access, record history and retention topics.

DAS Board 05

SitRep 21

PASSport 34

HP Source 45

Account 77

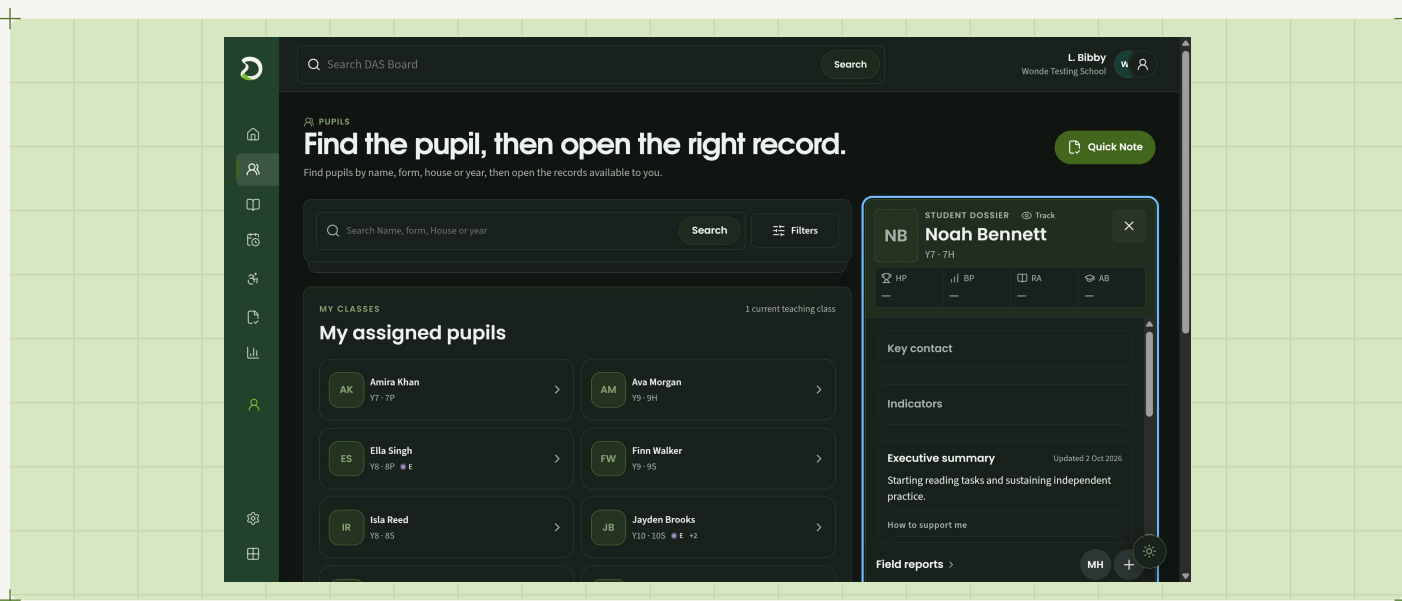
Choose products around your school's needs.

Six apps, including Ready, are available in the full suite.

Account provides the shared service; record access stays product-specific.

Pupil support, evidence and professional casework

Bring observations, support plans and professional casework together around the pupil, with a clear route from contribution to review.



Interface shown with illustrative school data.

IN THIS CHAPTER

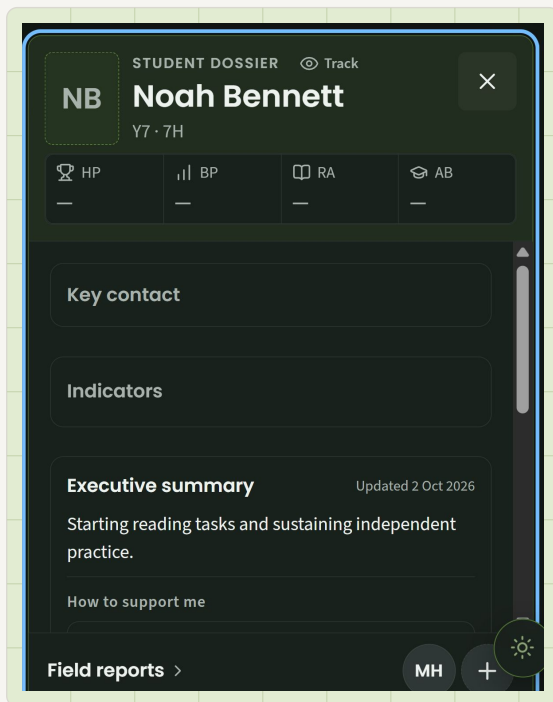
Understand each pupil	06
Gather and review evidence	08
Plan support and follow progress	10
Organise and review interventions	12
Manage access-arrangement casework	14
Prepare annual reviews and follow through	16
Keep daily work in view	18
Share and manage records responsibly	19
Feature index	20



Understand each pupil

Give colleagues a practical, current picture of the pupil: what helps in the classroom, what the pupil says and which records they are permitted to use.

A pupil's classroom summary



Interface shown with illustrative school data.

Find a permitted record

Search the school directory, then narrow your permitted dossiers by recorded need, intervention, evidence or review state. Lists and counts describe what has been recorded; access to a directory match does not open a pupil dossier or specialist record.

Agree the classroom picture

Bring practical strategies and support needs into a current Pupil Passport or Support Snapshot. Keep source versions available and distinguish a draft from the classroom guidance that has been reviewed and published.



Example

Before an English lesson, a teacher checks fictional Noah's published strategies and pupil voice, then records the agreed next conversation with his key contact.

Pupil voice and contact entries are staff-managed. Contact records do not send messages or replace safeguarding procedures. Drafting and publication have separate permissions.





Keep pupil voice separate

Keep the pupil's perspective in its own contribution and make the next conversation easy to follow.



Record a pupil contribution for another authorised professional to review.

Keep pupil voice separate

Record the pupil's words as a separate contribution, with their own review and publication. Keep adult interpretation distinct from the pupil's account.

Use relevant views and contacts

Open classroom, progress or specialist views within your current permissions. Restricted and audit material requires additional designation. Keep a verified key contact, conversation dates and agreed next steps with the permitted record; creating a contact entry does not send an email.

Pupil voice and contact entries are staff-managed. Contact records do not send messages or replace safeguarding procedures. Drafting and publication have separate permissions.



Related task: Understand each pupil / 6

Gather and review evidence

Make useful observations easier to gather, find and review. Keep the lesson context, contributor and later changes visible as evidence is considered for a pupil's support.

An observation ready for review

OBSERVATIONS AND OUTCOMES
Review evidence and pupil progress

Review queue Requests 02 Goals & progress

Q Noah Search Filters 1

SUBMITTED Noah Bennett
 Y7 practical lesson - checking transfer - 30 Sept, 11:00 1 Ian Hale

Observable fact
 Noah used the checklist in the practical task and asked for clarification when the sequence changed.

Support used
 Agree one quiet check-in after the first five minutes.

Observed impact
 The start routine was used, but the change in task still required clarification.

Showing 1 of 1 matching item awaiting review.

1 Contributor and lesson context

Interface shown with illustrative school data.

2 Ask for clarification

Capture useful observations

Capture the pupil, lesson context, support used and observed response using a school-approved form. Versioned prompts also support structured learning walks. Staff record what they observed; the form does not diagnose, judge eligibility or impose an evidence quota.

Request purposeful contributions

Choose the purpose, approved prompts, named recipients and due date. Colleagues can save drafts, submit or decline a response. See outstanding contributions and send in-app reminders, while keeping received responses separate from reviewed evidence.



Example A SENCO asks three teachers for observations about the same fictional pupil's task starts. Each response keeps its classroom context, and a named reviewer considers it before using it as accepted evidence.

Requests and reminders stay within DAS. Accepted evidence records a named professional review; it does not certify reliability, eligibility or overall sufficiency. Resolving different accounts remains a professional decision.



Review and retain corrections

Ask for clarification, retain attributed corrections and keep contradictory accounts visible.

01 Review and retain corrections

A named reviewer can accept the current evidence or ask for clarification. Preserve earlier wording and reasons when a source is corrected or retracted. Changed evidence needs review again, while earlier report versions keep their own history.

02 Keep differences and gaps visible

Compare conflicting accepted accounts and record a professional resolution or reopening. Coverage views show recorded sources, contexts, contributors and request returns using stated definitions and dates. These counts help organise follow-up; they do not measure evidence quality, sufficiency or readiness.



Example

Request clarification before accepting an observation for reuse.

Requests and reminders stay within DAS. Accepted evidence records a named professional review; it does not certify reliability, eligibility or overall sufficiency. Resolving different accounts remains a professional decision.



Related task: Gather and review evidence / 8



Plan support and follow progress

Connect classroom strategies with individual goals and a clear review cycle. Keep the agreed plan, the measures actually recorded and the sources behind a document easy to distinguish.

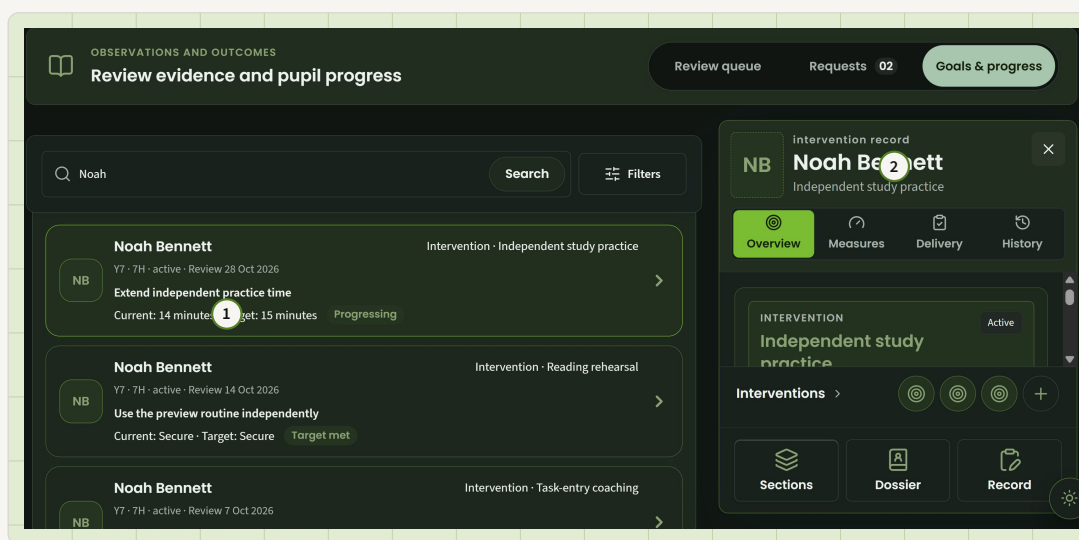
Personalise the starting point

Build a pupil-specific draft from an approved school template. Adapt selected strategies, goals and measures from the school's libraries or original starters, retaining the version used. The school still chooses the pupil's baseline, target, dates and intended outcome.

Publish, review and renew

Keep contributions attributed and preserve the published classroom plan while preparing its successor. Review the last cycle and deliberately choose what should carry forward, so the next agreed plan retains a clear relationship to the earlier one.

Goals and recorded progress



The screenshot shows the 'Review evidence and pupil progress' interface. On the left, a list of interventions for Noah Bennett is displayed, including 'Extend independent practice time' (Current: 14 minutes, Target: 15 minutes, Progressing) and 'Use the preview routine independently' (Current: Secure, Target: Secure, Target met). On the right, a detailed view of the 'Independent study practice' intervention is shown, including an 'Overview' tab, 'Measures', 'Delivery', and 'History' sections. The interface also includes a search bar, filters, and a 'Goals & progress' button.

1 Current result and target

2 Linked intervention record

Interface shown with illustrative school data.



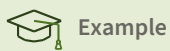
An intervention lead records fictional Noah's independent-task duration against an agreed target, then reviews the classroom context before proposing the next support-plan cycle.

Saving, professional review, publication and external sharing remain separate decisions. Document preparation does not issue an EHCP, provide legal approval or send a copy elsewhere.



Measure individual progress

Follow progress against an agreed baseline, with the observation method and context still attached.



Record a measurement with its method, setting and date against an agreed baseline.

Measure individual progress

Record agreed starting points, targets and repeated school-approved measures with their evidence and corrections. Keep each result in its task context. Missing measurements remain missing; the record does not predict an outcome or diagnose a need.

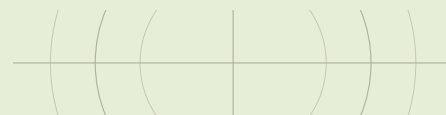
Prepare support documents

Create school-branded internal PDFs from selected, personalised support-plan and Section F material, keeping the source versions used. Section F content remains a contribution to an EHCP; supplied layouts need mapping review before use.

Saving, professional review, publication and external sharing remain separate decisions. Document preparation does not issue an EHCP, provide legal approval or send a copy elsewhere.



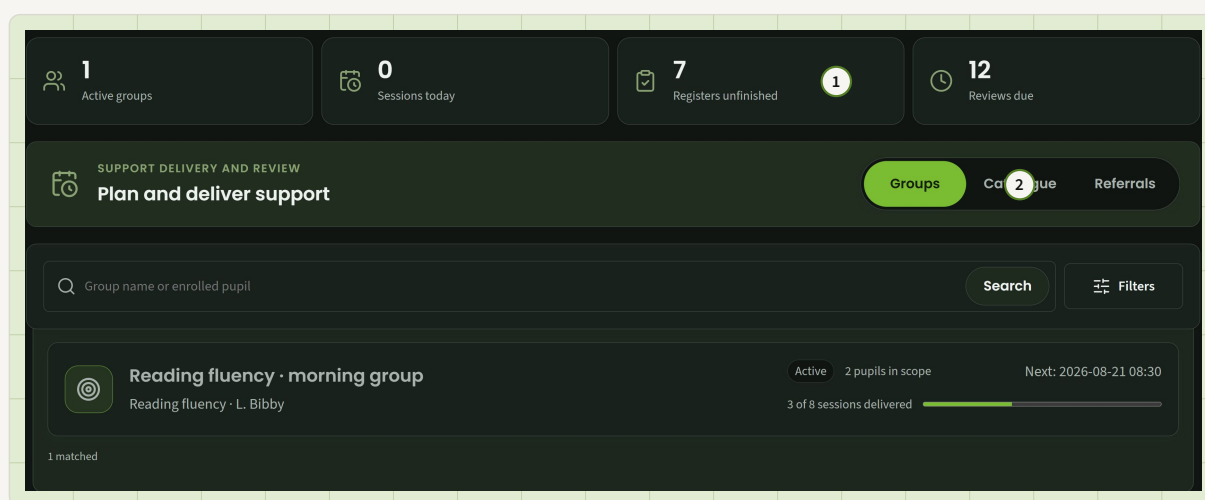
Related task: Plan support and follow progress / 10



Organise and review interventions

Make the school's intervention offer easier to follow from referral and place allocation through delivery and professional review. Keep intended support, recorded activity and measured progress visible together.

Groups and recorded delivery



1 Work needing attention

2 Groups, catalogue and referrals

Interface shown with illustrative school data.

Keep a clear school offer

Define your school's provision, intended outcomes and available capacity. Keep a clear approved version when the offer changes, so later reviews can refer to the definition in use. Approval of the offer does not establish effectiveness or a pupil's eligibility.

Manage referrals and places

Record referrals and triage, manage waiting lists and reserve an available place. An authorised colleague decides suitability and priority; referral approval, a capacity reservation and creation of the pupil's placement remain separate actions.



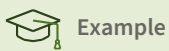
An intervention lead triages a fictional referral, reserves a place and creates the placement. A later review brings check-ins, goal measures and accepted classroom observations together.

Attendance and delivered sessions do not establish impact. Costing and staff-time allocation are outside this intervention record. Report approval, export and external issue remain distinct. Conflict checks are limited to the timetable information supplied.



Organise and record delivery

Keep group changes, scheduled sessions, registers and professional reviews connected.



**Check
conflicts
before
committing a
revised
delivery
schedule.**

Organise and record delivery

Arrange delivery series and rosters, with conflict checks against the available timetable information. Record actual delivery and participation separately from the plan. For linked enrolments, PASSport owns attendance recording; these operational marks are not statutory attendance.

Review the supporting evidence

Review a pupil's placement using recorded goals, delivery, measurements and accepted evidence. A professional records the conclusion and prepares the intervention report, keeping the context behind that decision available.

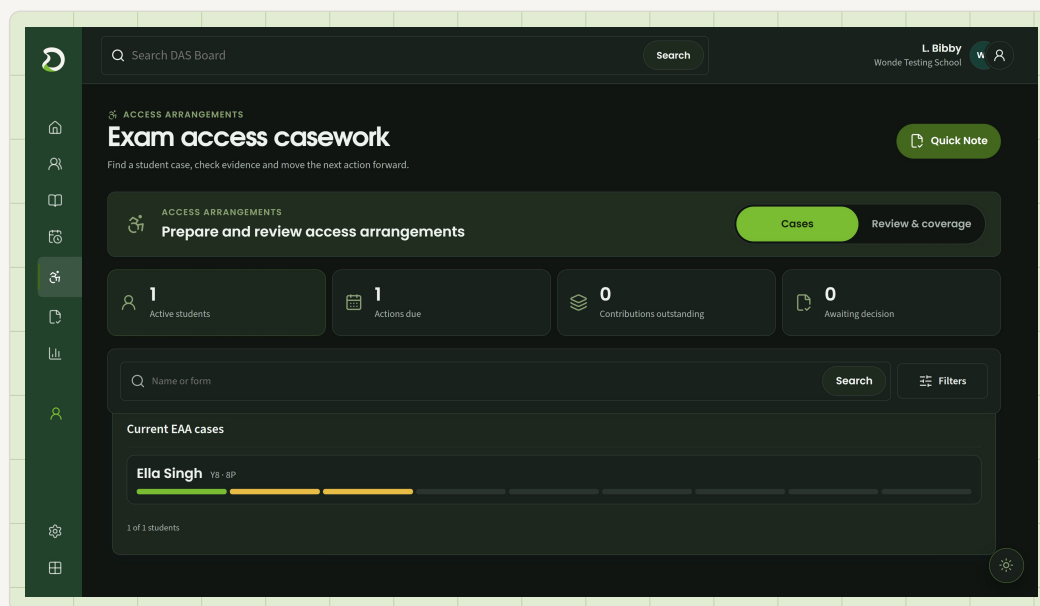
Attendance and delivered sessions do not establish impact. Costing and staff-time allocation are outside this intervention record. Report approval, export and external issue remain distinct. Conflict checks are limited to the timetable information supplied.



Related task: Organise and review interventions / 12

Manage access-arrangement casework

Follow the evidence, assessment, recorded decision and later implementation for each access-arrangement case. Keep the professional reasoning and relevant source material connected without turning a proposal into an approval.



Illustrative school data. Detail shown within the app.

Gather relevant classroom evidence

Open a case under the school's confirmed settings. Link accepted evidence with a recorded explanation of its relevance, and request normal-way-of-working observations using a suitable form, selected colleagues and an agreed purpose. In-app responses need named review before they become case evidence.

Record attributable assessments

Keep signed-off assessment results with the instrument edition, source and named professional. Preserve later versions without losing the earlier result. Sensitive results and files remain available only to appropriately authorised colleagues.



An EAA coordinator gathers classroom evidence for a fictional pupil, records an assessor's signed-off result and returns to the case when the agreed implementation review is due.

Case records and forms do not certify compliance, secure examination-board acceptance or submit an application. The app does not infer eligibility thresholds or statutory deadlines. Date warnings depend on recorded school settings.



Keep decisions and review distinct

Keep proposals, authorisation and later reviews visible as distinct professional steps.

01 Keep decisions and review distinct

Record a proposal, separate approval and a later implementation review. Keep recorded review and expiry dates visible, with deliberate closure, reopening or renewal decisions and their sources. The app records these decisions; it does not select eligibility or renew an arrangement automatically.

02 Prepare the case paperwork

Supported JCQ form templates help prepare case paperwork using recorded evidence and decisions. Confirm the applicable edition and school process before using a form, including Forms 8, 9 and 8RF.



Example

Submit a reasoned proposal for an authorised approver to decide.

Case records and forms do not certify compliance, secure examination-board acceptance or submit an application. The app does not infer eligibility thresholds or statutory deadlines. Date warnings depend on recorded school settings.



Related task: Manage access-arrangement casework / 14



Prepare annual reviews and follow through

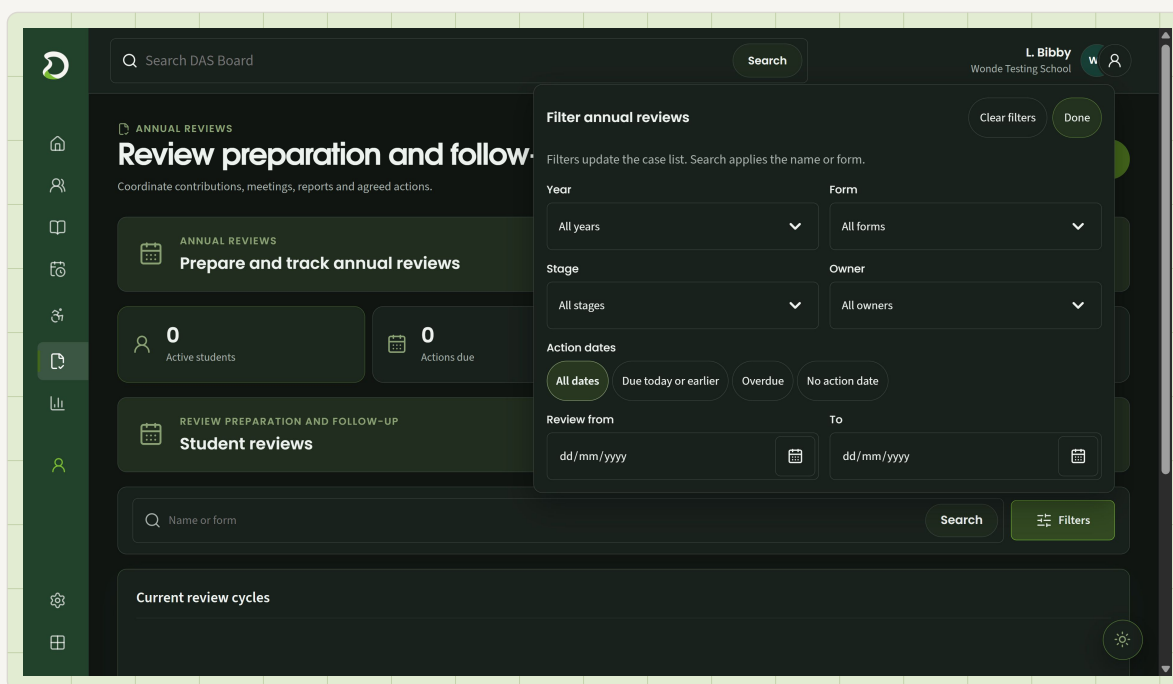
Give annual-review preparation a clear shape: a confirmed date, identifiable contributions, a useful meeting pack and owned next steps. Keep what was received, discussed and agreed easy to follow.

Start from an agreed review date

Record the confirmed review date and choose the school's preparation schedule. Track its milestones against that agreed date. These timings describe the school's plan; statutory deadlines and the review date remain separately confirmed.

Keep contributions identifiable

Keep pupil, parent/carer and staff contributions separate, with named attribution, receipt states and correction history. Authorised staff manage the records, so received, missing and revised input can be understood without a parent-facing portal.



Illustrative school data. Detail shown within the app.



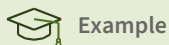
A review coordinator sees which contributions are still awaited, prepares an attributed pack, then assigns the agreed next steps after the fictional meeting.

Use the school's agreed processes for statutory deadlines and external issue. Action completion, report approval and final review completion remain separate responsibilities. Contributions are managed by staff; there is no automatic external delivery.



Build a clear meeting pack

Bring attributed contributions and current support-plan sources into the meeting, with professional interpretation clearly labelled.



Build a pack with attributed input and exact current support-plan sources.

Build a clear meeting pack

Select accepted evidence, support-plan and intervention material for a versioned meeting pack. Keep sources and their wording distinguishable from professional interpretation. A prepared pack supports the meeting; approval, final issue and sending remain separate.

Give agreed actions an owner

Record meeting decisions and assign agreed follow-up to verified staff. Keep each action's progress visible. Report approval and final review completion remain separate steps, so a meeting record or an action update cannot finish the whole review.

Use the school's agreed processes for statutory deadlines and external issue. Action completion, report approval and final review completion remain separate responsibilities. Contributions are managed by staff; there is no automatic external delivery.

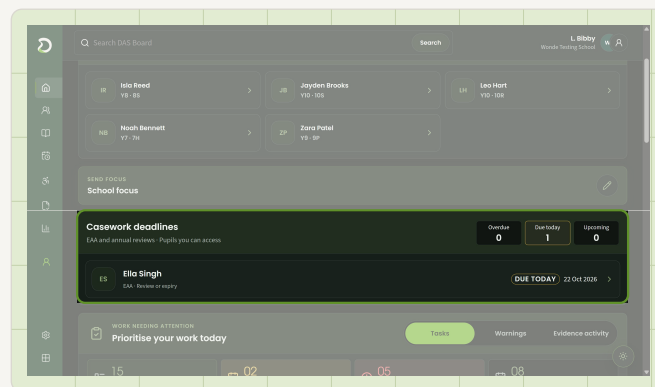


Related task: Prepare annual reviews and follow through / 16



Keep daily work in view

Start with the work assigned to you, then look across recorded activity when you need a wider picture. Optional calendar links keep appointment ownership clear.



Interface shown with illustrative school data.

Know what needs your attention

See addressed requests, returned contributions, professional review queues, owned cases and agreed actions in one permission-filtered work list. The list uses recorded dates and responsibilities so you can open the underlying work and understand why it appears.

Read reports with their definitions

Review progress, provision, casework and data availability using stated definitions and exclusions. Keep unavailable information visible and distinguish it from zero activity. Reports describe the recorded scope; they do not rank staff, diagnose need or assign an intervention-effectiveness score.

Coordinate WorkPane appointments

Where the school has both products and the configured connection, request, update or unlink permitted WorkPane-owned appointments for casework and agreed actions. Keep the appointment's status visible and check with its owner when a change needs attention. Bookings are not silently moved.



Example

A SENCO opens a returned round robin from Today, reviews the relevant case and, where the WorkPane connection is configured, requests an appointment for the agreed follow-up.

School setup required

Use each report's definitions and recorded dates when interpreting its totals. Calendar requests require WorkPane access, a configured connection and current permissions. Queue dates do not infer risk or statutory deadlines. WorkPane appointment delivery needs checked school setup and does not include an external-calendar connection. MIS integrations are available through Wonde with supported data and school-approved scope.



Share and manage records responsibly

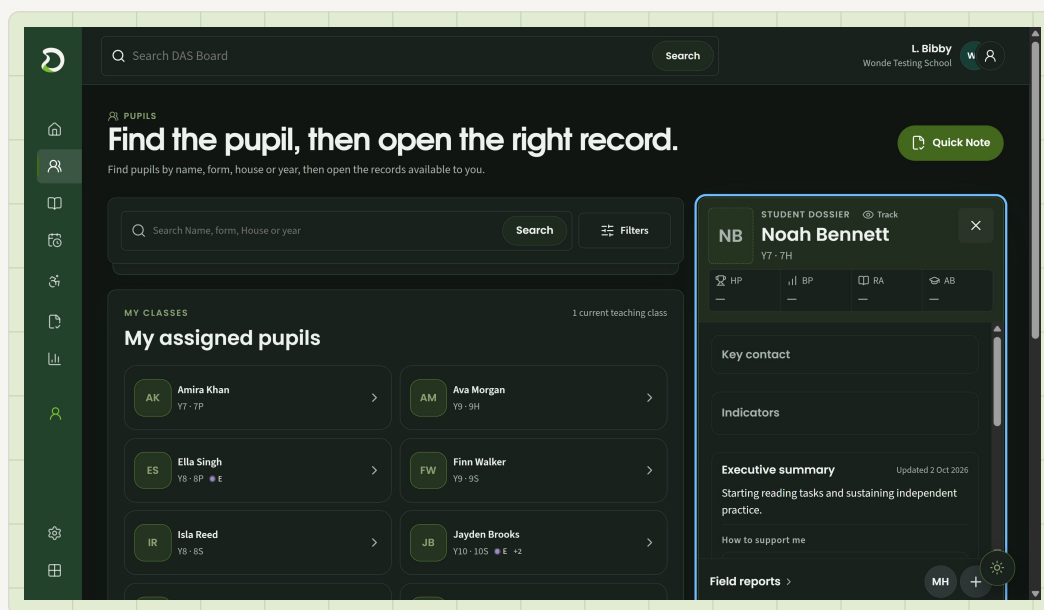
Give colleagues access to the pupils and work they are responsible for, and keep changes and copies traceable. Separate school administration from permission to read pupil records.

Match access to pupil responsibility

Designated DAS Leads can manage ordinary DAS groups and pupil pools. Account continues to own school membership, product licences and special designations. Keep pupil access tied to current assignments, and remove the group-derived access when a group ends.

Trace versions and internal copies

Let authorised colleagues inspect earlier versions and the recorded purpose and history of printed or downloaded copies. Recheck current access before opening or exporting a record. A printout or download remains an internal copy unless the school deliberately follows its separate issue process.



Illustrative school data. Detail shown within the app.



When a colleague's assignment changes, a DAS Lead updates the relevant pupil group. A separately authorised reviewer can trace the earlier published support version and the purpose of an internal copy.

Account administration alone does not grant pupil or restricted professional access. Printed and downloaded copies retain their recorded purpose and history; external issue follows the school's separate authorised process.

DAS Board feature index

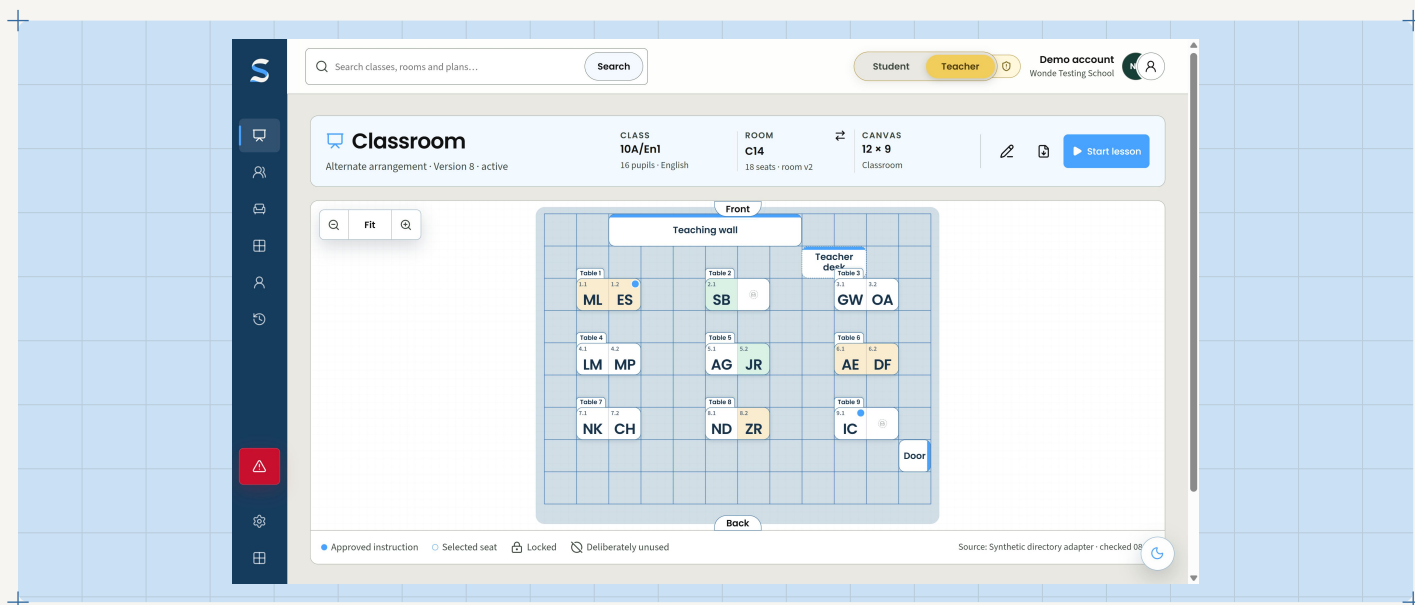
Find a capability and turn to its practical context.

Ask for case-specific classroom evidence	14	Open the view relevant to your role	7
Bring separate contributions together	16	Organise sessions and pupil rosters	13
Build a clear access-arrangement case	14	Plan annual-review preparation	16
Build a focused pupil list	6	Prepare case forms from recorded evidence	15
Build a pupil-specific support plan	10	Prepare school-branded support documents	11
Capture a useful classroom observation	8	Publish, review and renew agreed plans	10
Consider conflicting observations	9	Record delivery and participation	13
Coordinate permitted WorkPane appointments	18	Request evidence for a clear purpose	8
Find the right pupil	6	Respond and follow up in one place	8
Give people access to their permitted pupils	19	Review evidence before relying on it	9
Keep a clear school intervention offer	12	Review interventions with their supporting evidence	13
Keep access cases under review	15	See recorded evidence and request coverage	9
Keep agreed classroom support current	6	See the work needing your attention	18
Keep assessments tied to their instrument and assessor	14	Separate proposals, approvals and implementation	15
Keep contacts and next steps together	7	Start from approved strategies and measures	10
Keep corrections linked to their sources	9	Trace changes and generated copies	19
Keep sources clear in the meeting pack	17	Turn meeting decisions into owned actions	17
Keep the pupil's own perspective clear	7	Understand recorded activity and progress	18
Manage referrals, waiting lists and places	12	Use consistent school observation forms	8
Measure progress against individual goals	11		

Use the page notes when discussing availability, school configuration and who may use a feature.

Rooms, seating and classroom practice

Create seating plans around the real room, practical requirements and the choices that help a class work well.



Interface shown with illustrative school data.

IN THIS CHAPTER

Build the room you teach in	22
Prepare the class plan	24
Arrange pupils with teacher control	25
Show the plan and teach the lesson	27
Review the lesson and the seating context	29
Choose a reviewed handoff	31
Work within the right access and source	32
Feature index	33

Build the room you teach in

Create the reusable room first, then use its seats in class plans. Keep the layout recognisable across planning, teaching and print.

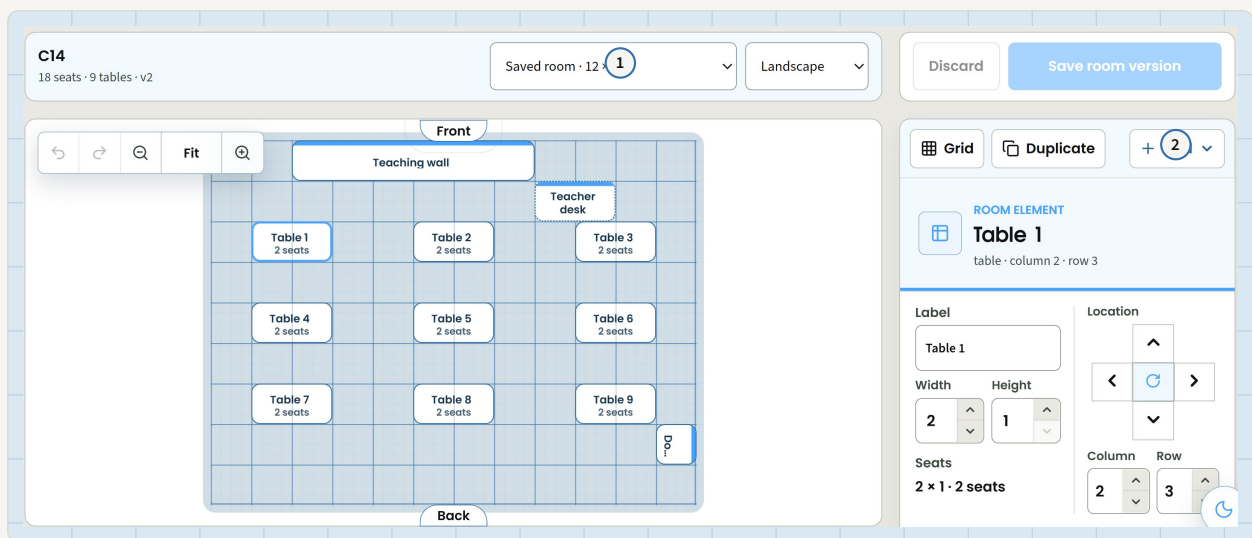
Start with a useful pattern

Create a room from an existing starting pattern and choose a personal default. Select classroom or hall dimensions and landscape or portrait orientation. An existing-room resize remains an unsaved change until every element fits the new bounds.

Place the furniture

Add, move, resize, duplicate and rotate tables, a board, door, teacher desk and restricted areas. Bounds and collision checks help keep the saved layout coherent. Furniture keeps the same proportions across the designer, seating plan, lesson view and PDF.

Shape the room layout



1 Room size

Interface shown with illustrative school data.

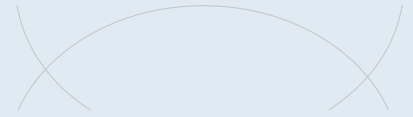
2 Add furniture



Example

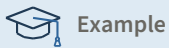
A teacher creates the room once, keeps a personal default and uses the saved layout for several class plans.

The layout represents the furniture. Check physical access, support space and safety in the actual room; a drawing does not establish their suitability.



Personal or shared

Choose a personal default and use shared school layouts within the appropriate ownership and access.



Use an available school room while retaining a personal default.

Personal or shared

Personal layouts retain their owner's control. Available school rooms can be used by permitted staff; editing them requires the separate room-settings permission. Shared use does not make every room freely editable.

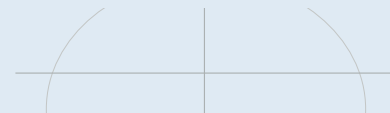
Keep the earlier layout

Saving creates a new room version and preserves the old geometry. Plans do not silently adopt the new layout: review the proposed room change before saving their successor version.

The layout represents the furniture. Check physical access, support space and safety in the actual room; a drawing does not establish their suitability.



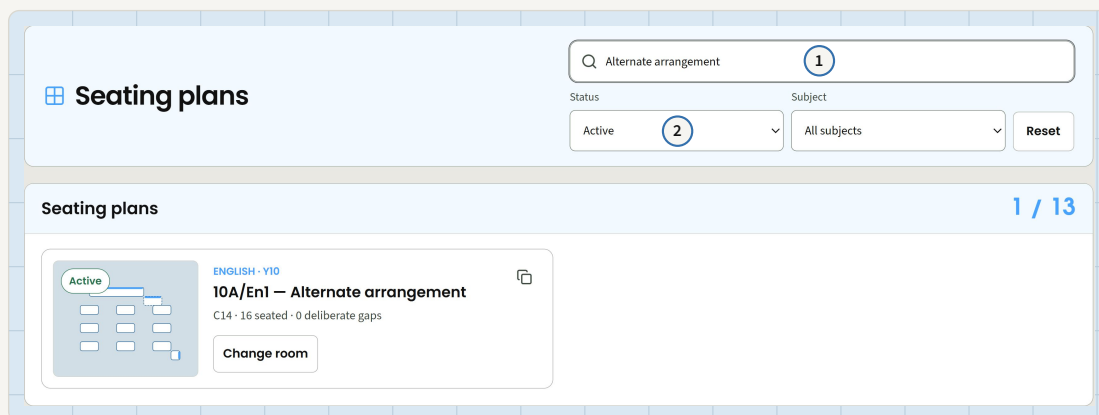
Related task: Build the room you teach in / 22



Prepare the class plan

Bring the permitted class and room together, keep alternative arrangements available and make the active plan a deliberate choice.

Find the active arrangement



The screenshot shows the 'Seating plans' interface. At the top, there is a search bar labeled 'Alternate arrangement' with a magnifying glass icon and a circled '1' next to it. Below the search bar, there are two dropdown menus: 'Status' with 'Active' selected and a circled '2' next to it, and 'Subject' with 'All subjects' selected. A 'Reset' button is to the right of the 'Subject' dropdown. Below these filters, the main area is titled 'Seating plans' with a '1 / 13' indicator on the right. The main area displays a card for 'ENGLISH - Y10' with the title '10A/En1 - Alternate arrangement' and the text 'C14 - 16 seated - 0 deliberate gaps'. There is a 'Change room' button on the card. To the left of the card is a small grid icon with 'Active' written above it.

1 Search plans

2 Filter by status

Interface shown with illustrative school data.

A roster you can place

Connected classes use authorised school directory references. Missing fields are not filled with invented values. Source and membership warnings identify changes that need attention; stale or unavailable information can block a new plan or lesson.

Drafts and an active plan

Keep named alternatives for the class. Copying makes a separate draft; explicitly activate the arrangement you intend to teach from. Only an active plan can start a lesson, and later changes do not rewrite the version used by an earlier lesson.

Explore with fictional names

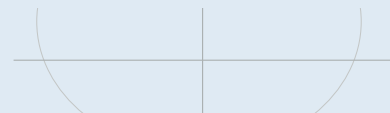
For a demonstration, preview a manual list or CSV of fictional names. Review duplicates and ignored columns before confirming it. This trial route is not a general live-pupil import or MIS synchronisation service.



Example

A teacher keeps a discussion arrangement as a draft while retaining the usual active plan for tomorrow's class.

A lesson-only assignment does not grant school-wide class access. A saved class-plan list is not an authorised timetable.



Arrange pupils with teacher control

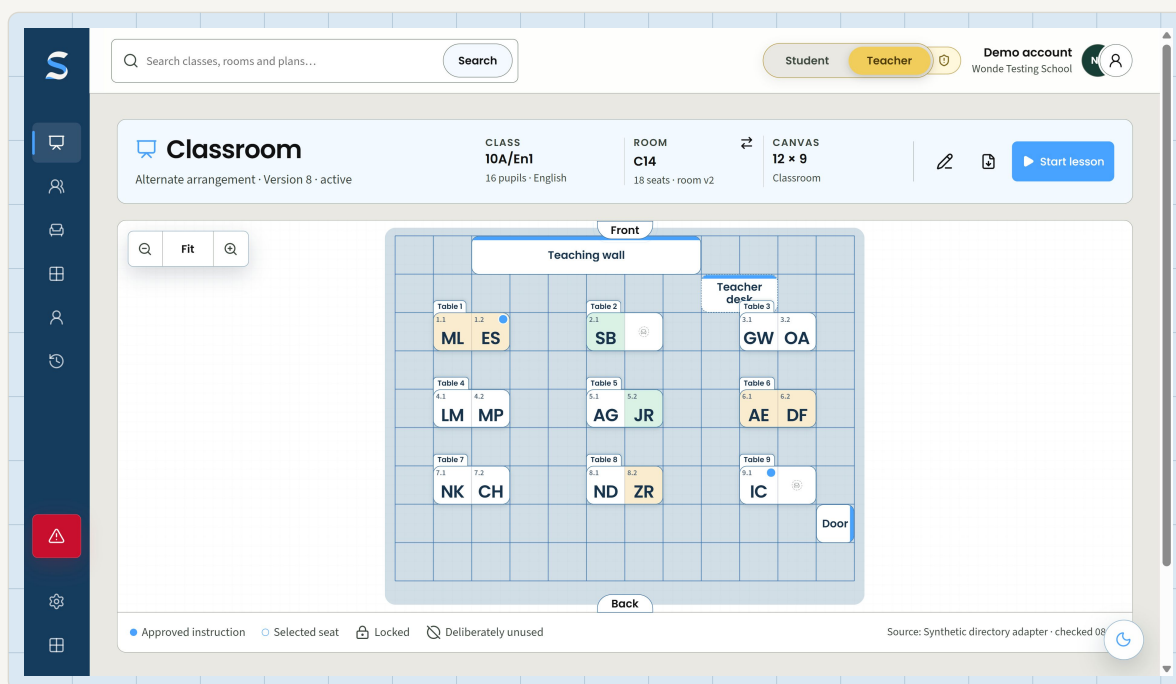
Move pupils directly or inspect an explainable starting arrangement. Keep fixed choices and unresolved requirements visible before saving.

Direct, reversible changes

Move or swap pupils by pointer, touch or keyboard, or return them to the unseated pool. Locks preserve fixed positions and deliberate gaps keep seats unused. Undo and redo step through local changes before a new version is saved.

Your planning cues

Apply a teacher-created planning colour that follows the pupil within this plan. It is a temporary planning cue, not a diagnosis or an automatic tag shared with DAS Board. Names-only output omits it.



Illustrative school data. Detail shown within the app.



Example

Keep one pupil locked, try another arrangement, inspect the unresolved rule and make the final adjustment yourself.

Suggestions never silently save. Optional grouping needs a school-approved field; missing values remain explicit and nothing is inferred from names. Check that proposed support space suits the pupil and room.



Inspect the suggestion

Understand why a seating suggestion was made, then keep or change it through teacher judgement.



Example

Try a front-fill arrangement, inspect the explanation and make manual adjustments.

Inspect the suggestion

Try an arrangement with its explanation and remaining conflicts. Consider near/apart, same/different table, position and LSA-space requirements. New pupil rules stay private or go for authorised review; approved rules can be shared within scope. Refused rules do not apply.

Review a change of room

Compare matching seats, pupils needing places and seating-rule conflicts before confirming another permitted room. Saving creates a new plan version rather than silently changing the original arrangement.

Suggestions never silently save. Optional grouping needs a school-approved field; missing values remain explicit and nothing is inferred from names. Check that proposed support space suits the pupil and room.

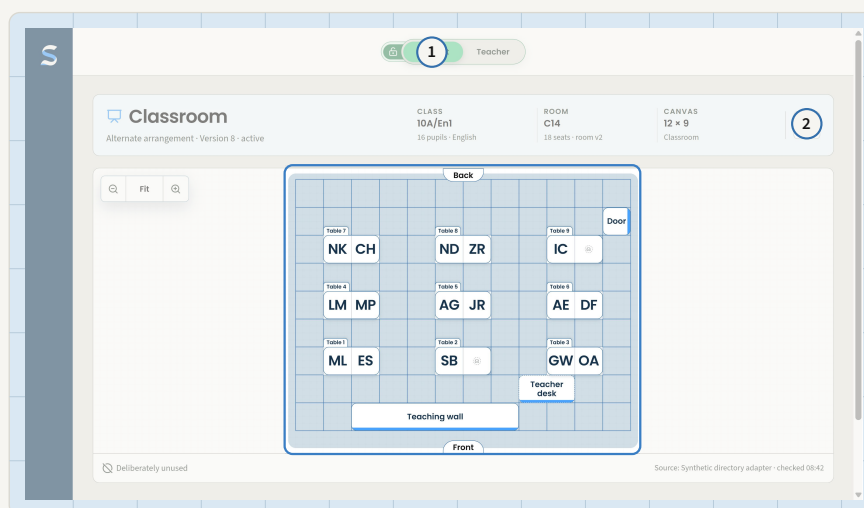


Related task: Arrange pupils with teacher control / 25

Show the plan and teach the lesson

Choose the audience view, keep permitted guidance close and capture factual events as lesson drafts.

Show the student view



1 Student view selected

2 Maximise the room

Interface shown with illustrative school data.

The view for the audience

Use a names-only student view or the private teacher context, with room-fit presentation and zoom. Choose PDF content deliberately: deselected text and images are absent. Private overlays are omitted from names-only output; portraits must be authorised images supplied by the school directory.

Relevant classroom guidance

A configured, permission-checked DAS connection can show published classroom strategies with their source. Unavailable guidance stays explicit. Diagnostic and safeguarding rationale is not copied, and the connection does not guarantee that a strategy bank is populated.



A teacher presents the names-only plan, returns to the teacher view and records a brief event for later factual review.

School setup required

An authorised colleague can use the plan as a teaching or cover view. SitRep does not allocate cover or replace statutory attendance, a markbook or safeguarding records. Published DAS guidance needs a configured connection and current permissions. Confirm the available action catalogue during school setup.

A lesson draft you can correct

Keep the lesson attached to its saved arrangement, with factual notes and draft events available for review.



Example

Start from the agreed active plan, then review against that saved arrangement.

A lesson draft you can correct

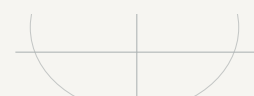
Start from the active plan's saved version. Record available positive or negative choices for one pupil or a deliberate selection, with short factual notes. Correct a review note or undo an eligible event or batch. These remain lesson-scoped drafts until review.

Keep useful actions close

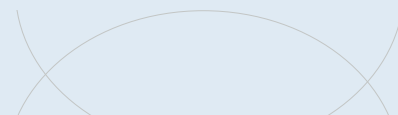
Select and order available actions under personal or school palette policy. Labels, definitions and points remain read-only catalogue information. School-wide choices need the configuration permission. The available catalogue depends on the school's agreed setup.

School setup required

An authorised colleague can use the plan as a teaching or cover view. SitRep does not allocate cover or replace statutory attendance, a markbook or safeguarding records. Published DAS guidance needs a configured connection and current permissions. Confirm the available action catalogue during school setup.



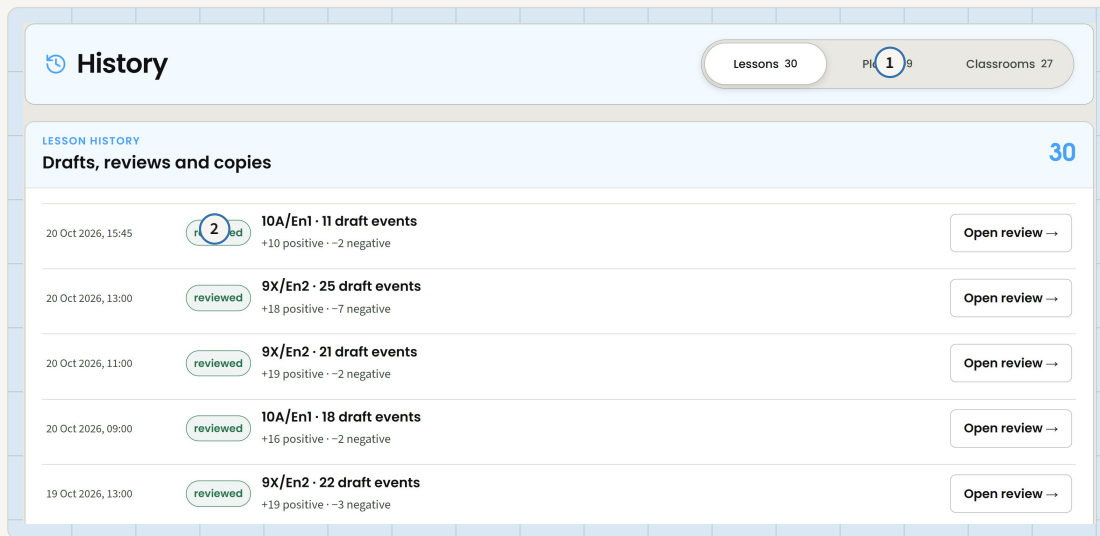
Related task: Show the plan and teach the lesson / 27



Review the lesson and its seating context

Check the factual lesson record, preserve the approved version and use seating context as a prompt for professional reflection.

Return to a reviewed lesson



The screenshot shows a 'History' interface with a top navigation bar containing 'Lessons 30', 'Plan 1 9', and 'Classrooms 27'. Below this is a section titled 'LESSON HISTORY' with a sub-header 'Drafts, reviews and copies' and a count of '30'. The main content area lists five lesson entries, each with a date, time, status (draft or reviewed), draft count, and positive/negative counts. Each entry has an 'Open review' button.

Date	Time	Status	Lesson ID	Drafts	Positive	Negative	Action
20 Oct 2026	15:45	draft	10A/En1	11	+10	-2	Open review →
20 Oct 2026	13:00	reviewed	9X/En2	25	+18	-7	Open review →
20 Oct 2026	11:00	reviewed	9X/En2	21	+19	-2	Open review →
20 Oct 2026	09:00	reviewed	10A/En1	18	+16	-2	Open review →
19 Oct 2026	13:00	reviewed	9X/En2	22	+19	-3	Open review →

1 Choose the history

2 Reviewed status

Interface shown with illustrative school data.

The current seating picture

Inspect permitted plans, neighbours, tablemates and valid relative room positions. Counts show their denominators; an unmarked feature or missing position is unavailable rather than zero. A plan list becomes a timetable only when authorised timetable data is supplied.

Patterns with their sample sizes

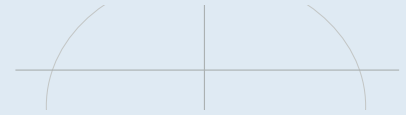
Look back over your latest 30 reviewed or copied lessons using their original layouts. Same-class pattern cards need five lessons across three days in each comparison and differences of at least 0.5 points per lesson and 25%. Sample sizes and missing records stay visible.



Example

After review, a teacher inspects the recorded pattern and its sample before deciding whether the arrangement needs further investigation.

Recorded associations do not establish causation, diagnose a pupil or rank pupils or teachers. They do not automatically create seating rules or publish tags.



Check, then approve

Review the lesson record and its summary before approving or sending it through a configured route.

01 Check, then approve

Edit factual notes, remove mistakes and review the regenerated pupil summary. Approval preserves the exact checked event/category snapshot. Later catalogue changes do not rewrite it, and approval remains separate from successful delivery.

02 Return to the relevant record

Browse original room, plan and lesson history. Readiness reports identify plans affected by room updates, roster changes, source attention or unresolved constraints, with routes back to the work needing attention.



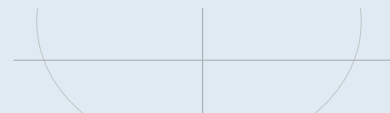
Example

Remove a mistaken event, amend a factual note and review the regenerated summary.

Recorded associations do not establish causation, diagnose a pupil or rank pupils or teachers. They do not automatically create seating rules or publish tags.



Related task: Review the lesson and its seating context / 29



Choose a reviewed handoff

Approving a non-empty reviewed lesson starts each configured, eligible handoff. Check both destination results before considering a manual alternative.

Check approval and connection

POSITIVE	NEGATIVE	REVIEW
+10	-2	Approved
10 events	1 events	No removed events

LESSON SUMMARY

Review and share

Dylan Foster — House point ×2 (+2).

Ella Singh — Disruption (-2); House point (+1).

Grace Wilson — House point (+1).

Jonah Reed — House point (+1).

Mason Lewis — Strong effort (+1); House point (+1).

Maya Patel — House point (+1).

Owen Ali — Strong effort (+1).

Sofia Bell — House point (+1).

HP Source not connected

HP Source is not connected. Copy or export the approved points for manual entry.

Interface shown with illustrative school data.

Copy or export deliberately

Staff with export permission can copy SIMS-ready text or export reviewed CSV from the approved summary. Draft exports stay disabled. Copying does not send points, and manual alternatives are restricted while an uncertain delivery could cause duplicate entry.

Use configured destinations

A connected HP Source route requires its licence, pupil resolution and award permission; HP Source owns the ledger. School MIS delivery needs supported actions, approved Wonde write scope, Account mappings, current staff links and an explicit MIS-writing duty alongside lesson read and approval access.

Read each result separately

Approval stays saved if delivery fails. HP Source and MIS results settle independently. Only confirmed MIS success is completed; acceptance alone remains pending. The saved delivery record supports checking or retrying the same handoff. An uncertain send must be checked before another attempt or manual entry.



Example

A teacher approves a checked lesson, then inspects the separate HP Source and school MIS outcomes before considering any manual recording.

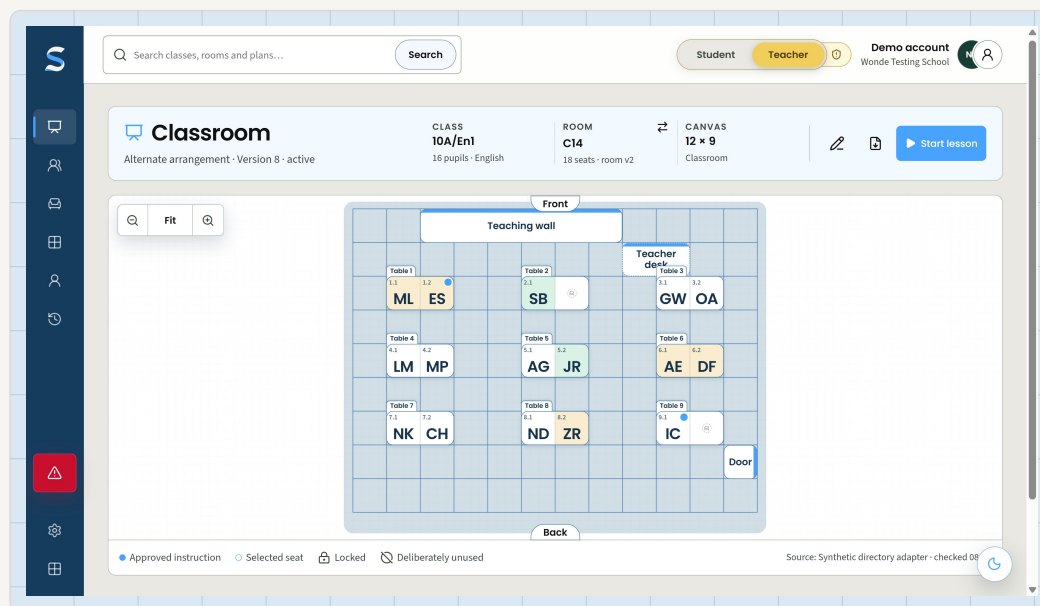
School setup required

Discuss supported connections and try the full school workflow before activation. MIS delivery excludes notes and seating observations; earlier approvals without the required event record cannot be sent. Confirm supported HP Source and Wonde MIS handoffs, required permissions and checked school setup before activation.



Work with the access and information you need

Keep the permitted classroom task clear, and distinguish a source problem from a licence, permission or sign-in issue.



Illustrative school data. Detail shown within the app.

Access follows the responsibility

Class, pupil, plan, lesson, note and output views are filtered by current school and record scope. Plan management, lesson recording, review approval, export, seating-rule review and external duties are separate. Admin settings do not provide blanket pupil access.

A clear route to recovery

Stale or unavailable sources, licence/access failures and delivery states have distinct explanations. Secure sign-in recovery helps when a session needs renewed verification. An unavailable class source is not presented as an empty class or successful delivery.



Example

A colleague can work with an assigned lesson while export and external-writing duties remain with separately authorised staff.

Connected information and actions depend on current school configuration and permissions. Check the displayed state before using a plan or continuing a handoff.

SitRep feature index



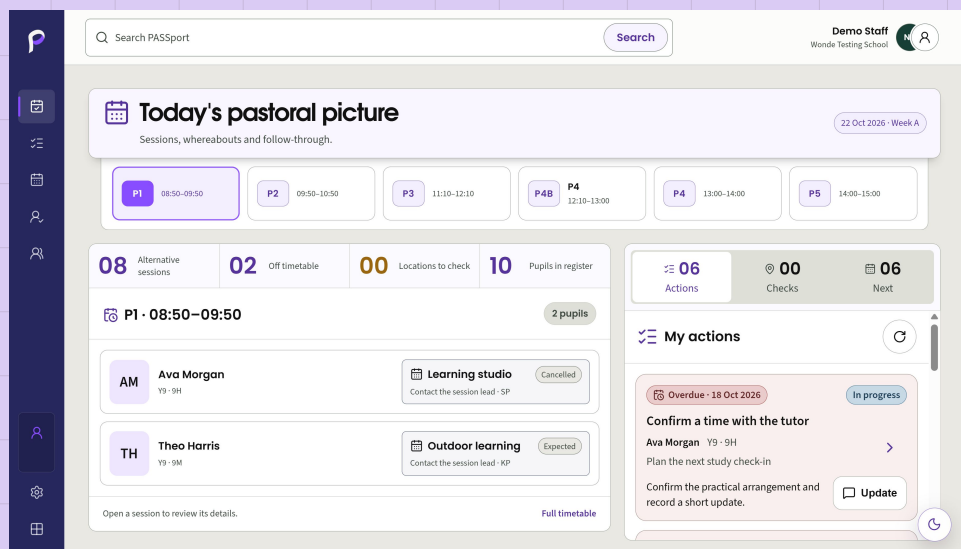
Find a capability and turn to its practical context.

Apply one event choice to selected pupils	28	Keep the earlier room layout	23
Approve the exact reviewed event snapshot	30	Match class and lesson access to responsibilities	32
Build the furniture layout	22	Move, swap and unseat pupils directly	25
Check each destination's delivery result	31	Preserve a fixed position or an empty seat	25
Check the factual summary after teaching	30	Put available lesson actions in a useful order	28
Choose the room's size and orientation	22	Read permitted classroom strategies from their source	27
Choose the view for the audience	27	Recognise a source or sign-in problem	32
Choose what belongs in the plan PDF	27	Record a lesson event as a draft	28
Copy or export the approved summary	31	Return to the original plan and lesson history	30
Correct a factual note or undo a mistake	28	Review what changes when the room changes	26
Create a reusable room and choose a default	22	See a pupil's current seating context	29
Find the plan that needs attention	30	See when the class or source has changed	24
Fit the seating plan to the display	27	Start from the permitted class roster	24
Inspect a suggestion before saving it	26	Start the lesson from the active plan version	28
Inspect recorded patterns with their sample limits	29	Try the workflow with a fictional class	24
Keep a planning colour with the pupil	25	Undo an unsaved arrangement	25
Keep a rule private or send it for review	26	Use personal or shared school rooms	23
Keep drafts and choose the active plan	24	Use the configured HP Source handoff	31
Keep seating requirements visible	26	Use the school's configured MIS handoff	31

Use the page notes when discussing availability, school configuration and who may use a feature.

Planned sessions, whereabouts and follow-up

Keep period-by-period placements visible for pupils whose day includes alternative provision, interventions, therapy or other planned sessions.



Interface shown with illustrative school data.

IN THIS CHAPTER

Find the expected session	35
Plan support around the school day	36
Put follow-up in the right hands	38
Review, record and close work	40
Bring existing work in carefully	41
Review provision activity	42
Set up access and look after records	43
Feature index	44



Find the expected session

When a pupil is away from their usual lesson, start with the expected session for the selected date and period, then check what staff have recorded.

This period's placements

Interface shown with illustrative school data.

This period, clearly

See each permitted alternative session and its destination. Record Present, Located or Not seen for that occurrence when your access allows it. Cancelled sessions remain explicit; quick marks are unavailable for future dates and cancelled sessions.

The wider week

Open individual weeks or compare up to eight permitted pupils. Related sessions help place the current record in context. Ordinary lessons appear only where supplied and permitted; coinciding records do not establish that pupils belong to the same group.

A view you can return to

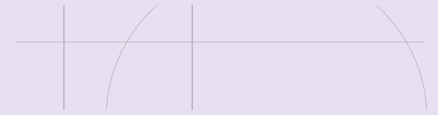
Save personal searches, filters and selected pupils without extending access. The operational date stays separate. Delayed, unavailable and access-ended information have distinct states, and access or verification failures clear loaded pupil information.



Example

A tutor checks Period 3, finds the expected mentoring session, then opens the pupil's week to see the next agreed session.

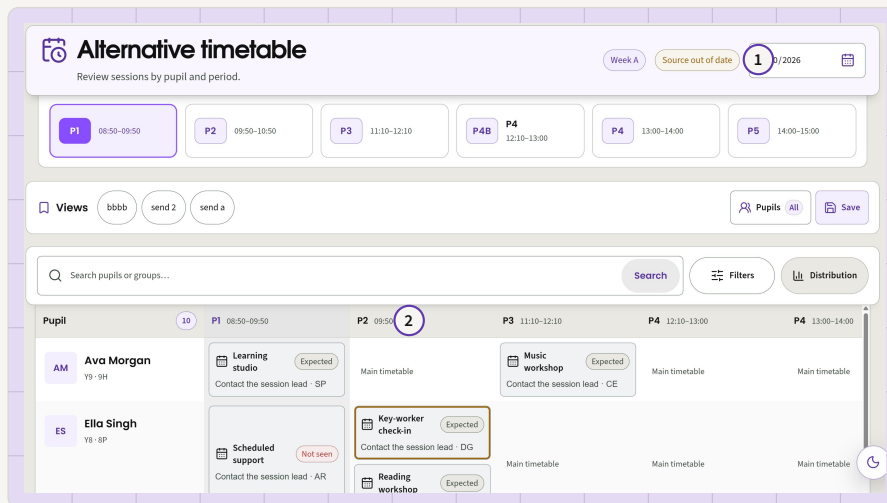
Expected placements and recorded session marks are separate from live location tracking and the school's statutory MIS attendance codes.



Plan support around the school day

Build the intended timetable around the school's periods and week cycle. Keep repeating arrangements, one-day changes and brief staff contact clear.

Sessions within the school day



1 Source status and selected date

Interface shown with illustrative school data.

2 Periods and session destinations

A pattern that fits

Schedule a one-off session or a recurring Every week, Week A or Week B placement within effective dates. Use the configured school-day times, including year-specific variations. The school's confirmed Week A anchor determines the alternating dates.

Change one date

Move or cancel a dated occurrence without rewriting its recurring placement. Destination conflicts are checked. Linked outcomes, exceptions and handovers protect earlier operational history; unused manual placements have a separate removal route.



Example

Move one Thursday intervention to another room while leaving its usual weekly pattern intact, then review any destination conflict.

School setup required

Scheduling and batching do not decide pupil eligibility or enrolment. Ordinary staff see separately approved movement instructions; restricted operational notes retain their own access. DAS-linked provision is a configured option. Ask for a school-specific demonstration and discuss activation before relying on the link.



Pickups and shared sessions

Keep short contacts and recurring sessions clear within the pupil's configured school day.



Example

**Record a
15-minute
pickup during
the pupil's
configured
period.**

Pickups and shared sessions

Record pickups with explicit times and durations, plus collection and return instructions. Apply a reviewed placement draft to up to 50 selected pupils, with individual results. Governed locations and separate session/pickup types keep choices consistent; historical labels remain available.

Link agreed DAS provision

For schools using both products, an explicit link can connect an approved DAS enrolment to its PASSport schedule. Both licences, current permissions and school setup are required. Discuss activation for your school before use. DAS keeps professional decisions; PASSport keeps the schedule and recorded delivery.

School setup required

Scheduling and batching do not decide pupil eligibility or enrolment. Ordinary staff see separately approved movement instructions; restricted operational notes retain their own access. DAS-linked provision is a configured option. Ask for a school-specific demonstration and discuss activation before relying on the link.



Related task: Plan support around the school day / 36

Put follow-up in the right hands

Turn an unresolved check into owned work. Keep operational handovers and pastoral actions clear, with the people responsible and the next step visible.

An owned action with attributed updates

Interface shown with illustrative school data.

Owned operational handovers

Give a pupil or placement handover an owner code, priority and optional due date. Acknowledge, escalate, review, close or reopen it through recorded transitions. Closing a handover leaves pastoral case decisions separate.

Pastoral work beyond sessions

Create permitted pastoral work without requiring a timetable placement. Assign shared actions to verified current staff or Account-owned teams. Recipients need existing pupil access and update eligibility; assignment and team membership grant no new product or pupil permissions.



Example

A mentor updates an assigned reintegration action from Today. The reviewer can see the progress while deciding the next authorised step.

Restricted source narrative, supervisory write-ups, recording evidence and history retain separate permissions. Manual PASSport work keeps its own origin.

Who acts and who reads

Give follow-up a responsible owner while keeping the right colleagues informed within their access.

01 Who acts and who reads

Choose assignees separately from readers of staff-facing context. My tasks, All active, Review and Closed queues organise permitted work. The recent-closed count covers seven days; archive search reaches all permitted closure dates within its visible paging limits.

02 Personal updates on Today

Find your pending actions independently of the register period. Add attributed progress and corrections without erasing earlier entries. Revision checks protect against stale saves. Marking an action Actioned removes it from pending work while Lead closure and external recording remain separate.



Example

Assign work to a mentor while making permitted context visible to the pastoral team.

Restricted source narrative, supervisory write-ups, recording evidence and history retain separate permissions. Manual PASSport work keeps its own origin.

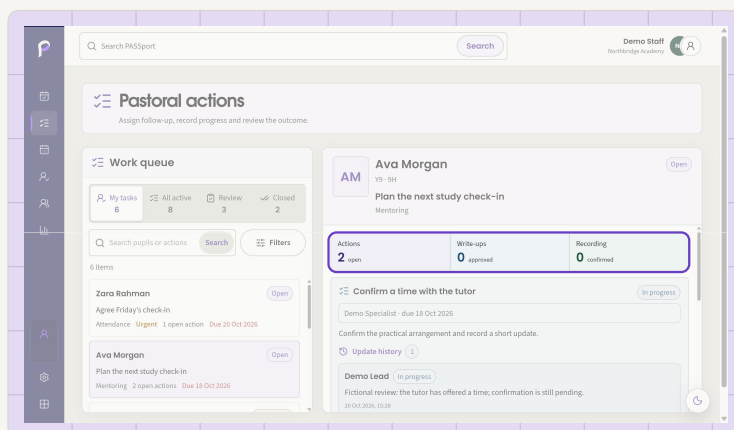


Related task: Put follow-up in the right hands / 38

Review, record and close work

Keep the final stages clear: checking the wording, supplying an approved version, confirming external recording and making the authorised closure decision.

Actions, write-ups and recording stay distinct



Interface shown with illustrative school data.

A version the reviewer has checked

Prepare versioned write-ups from permitted context and attributed updates. A reviewer approves the exact wording; an authorised colleague can then copy or export that selected approved version. Approval and export do not establish that another system has been updated.

Session facts ready to check

Staff with pupil-data export permission can prepare an editable factual note from the visible session and outcome. It stays in memory and is copied only on request. PASSport neither saves it as a CPOMS record nor sends it directly to CPOMS.

Recording and closure, separately

An authorised colleague confirms which approved version was recorded, with the system reference, person and time. A designated Lead separately closes or cancels actions. Every action must be Closed or Cancelled before case closure; permitted reopening remains explicit.



Example A Lead approves version 2, a colleague later confirms its external reference, and the Lead makes the separate decision to close the remaining work.

A recording receipt is the colleague's confirmation, not automatic verification of the external system. Staff completion, reviewed wording, recording and formal closure remain distinct.



Bring existing work in carefully

Review spreadsheet work before it becomes a timetable placement or pastoral item. The two import routes have different templates, limits and matching decisions.

Start with the template, then choose the CSV

 **Data**
Review provision and manage placement imports.

[Reports](#)
[Imports](#)

1
Use the PASSport template
Add one row for each recurring or one-off alternative session. Pupil IDs must already exist in the school directory.
Download 1 template

2
Choose a completed CSV
PASSport checks every row, location, session type and timetable clash before anything can be imported.
Choose 2 CSV

1 Download the placement template

2 Choose the completed CSV

Interface shown with illustrative school data.

Review pastoral rows

Map a school-supplied CSV and review pupil matches, duplicates and conflicts before committing. This route accepts up to 1 MiB and 500 rows. Stable source identifiers are used only when supplied and valid; missing identifiers need deliberate creation or separate reconciliation.

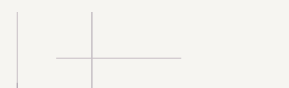
Check placement batches

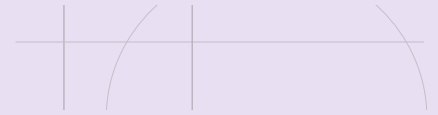
Preview the fixed placement template against current school pupils, active references and timetable conflicts. Files are limited to 1,000,000 bytes and 2,500 placement rows, then rechecked before commit. Eligible rollback protects later edits, outcomes and handovers and may be blocked by them.



A coordinator corrects an unmatched pupil and conflicting location in the preview before deciding which rows can be imported.

There is no direct CPOMS connection or assumed CPOMS export layout. School-led mapping review remains required. A record missing from a later file never closes existing work.

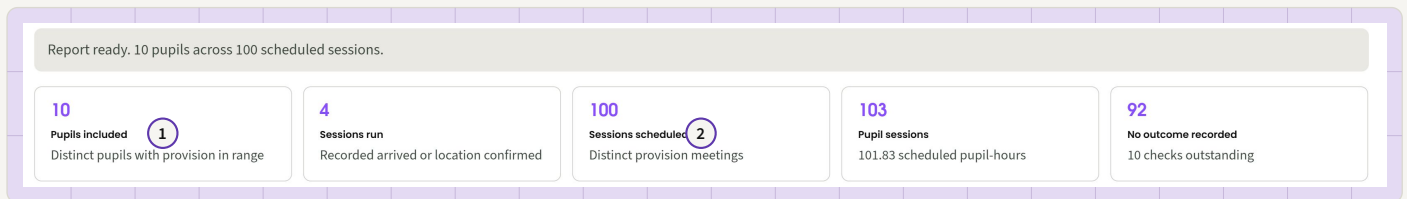




Review provision activity

Use a bounded report to inspect what was scheduled, what staff recorded and which checks remain unresolved. Keep the measures distinct.

Different measures, clearly labelled



1 Distinct pupils

2 Sessions run and scheduled

Interface shown with illustrative school data.

Choose the question and scope

Report across up to 93 days for indexed pupils, a group or selected individuals, then narrow by year, type or location. Results separate distinct pupils, scheduled pupil places, provision sessions run and scheduled hours. A session counts as run only with a recorded arrival or location confirmation.

Take the selected detail

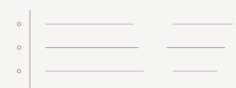
Staff with dedicated pupil-data export permission can create an on-demand detailed CSV for the selected, permitted report scope. Exports are bounded to 10,000 scheduled sessions and protect spreadsheet cells from formula injection.



Example

An inclusion lead reviews a six-week intervention scope, comparing scheduled places with recorded outcomes before opening unresolved checks.

These are operational activity measures. Attendance, a recorded session or completed work does not establish educational impact or replace professional review.





Set up access and look after records

Give staff the access needed for their responsibilities, use authoritative pupil references and agree how records will be managed over time.

School access and pupil permissions

 **School access**
Manage staff access and permissions.

Manage staff access to PASSport in Account. Pupil placement access and specialist data permissions are assigned separately.

Manage PASSport permissions

PASSport School access in Settings. Staff and pupil-placement permissions remain distinct.

The right people and pupil scope

Read, record, handover, source, review, export, configuration and closure duties have separate permissions. Role profiles are starting points, not blanket access. Use the shared school directory for pupil identity; a name match or assignment never creates authority to read a pupil's record.

Keep unfinished work visible

A warning helps you decide whether to keep editing or leave an unsaved form. Labelled controls support keyboard use. Discuss your school's access needs and device support, and try the relevant workflows during the trial.

Agree timetable retention first

An authorised school can set approved retention periods, preview candidate totals and make a separate confirmed execution decision. School/DPO policy and an approval reference are required before a run. The timetable retention process does not delete pastoral records.

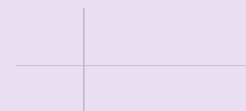


Example

A session agent receives access to assigned work while a designated Lead retains the separately granted review and closure duties.

Configuration access never opens pupil records by itself. Agree the school's policy and approval before any retention run.

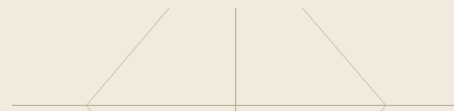
PASSport feature index



Find a capability and turn to its practical context.

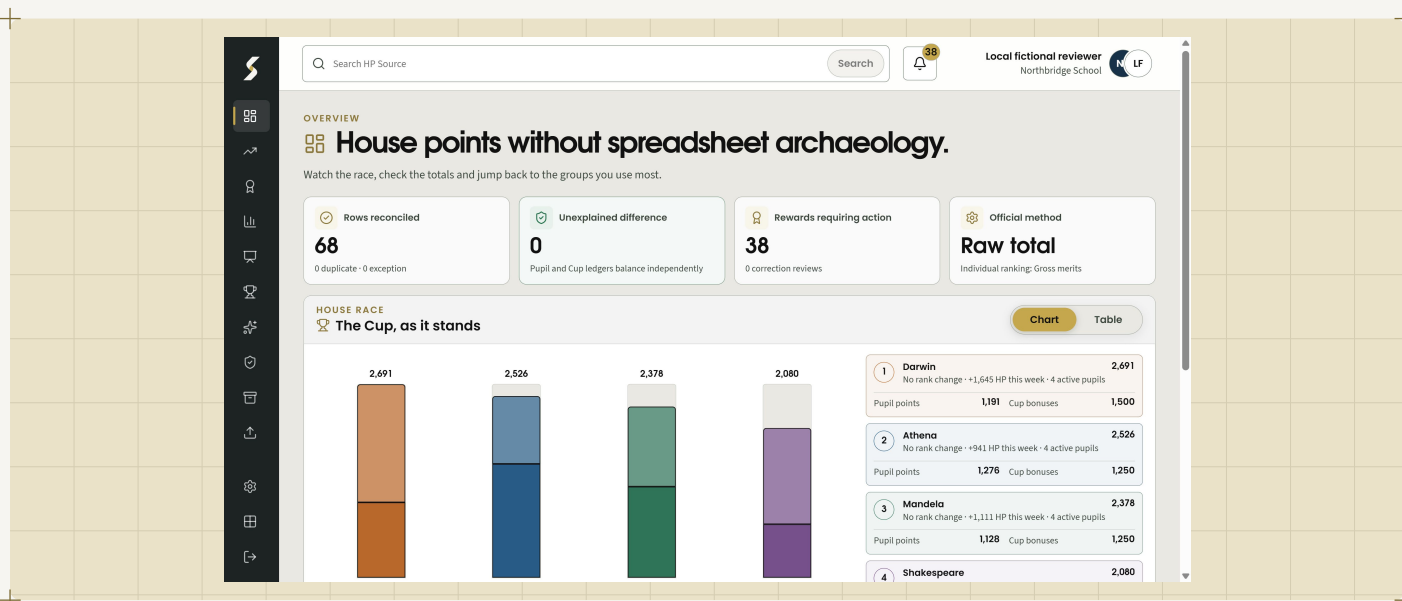
Acknowledge and follow a handover through	38	Match access to each person's responsibilities	43
Add progress without losing earlier entries	39	Match plans to the school's periods and week cycle	36
Agree how timetable records are retained	43	Move between current work and the closed archive	39
Assign shared work to verified people and teams	38	Plan a one-off or repeating session	36
Change one date without rewriting the timetable	36	Plan the same session for selected pupils	37
Check a placement file before committing it	41	Prepare and approve a clear write-up	40
Check conflicts before changing a plan	36	Prepare session facts for authorised copying	40
Choose assignees and permitted readers	39	Protect unfinished edits and work by keyboard	43
Choose the approved version to copy or export	40	Recognise delayed or unavailable information	35
Confirm when approved wording was recorded elsewhere	40	Record a timed staff pickup	37
Export the report scope you have selected	42	Record what happened in the session	35
Find the expected session for this period	35	Resolve uncertain matches and source conflicts	41
Find your own pending actions on Today	39	Return to a useful personal view	35
Give an unresolved check an owner	38	Reverse an eligible import without overwriting later work	41
Keep collection and return arrangements together	37	Review pastoral CSV rows before importing	41
Keep locations and session types consistent	37	Review scheduled provision and recorded outcomes	42
Link approved DAS provision when configured	37	See related sessions in context	35
Make closure an authorised Lead decision	40	See the pupil's week or compare several weeks	35
Manage pastoral work beyond scheduled sessions	38	Use the shared pupil directory	43

Use the page notes when discussing availability, school configuration and who may use a feature.



House points, rewards and recognition

Turn checked point records into clear standings and practical reward work, with visible rules and a traceable route to recognition.



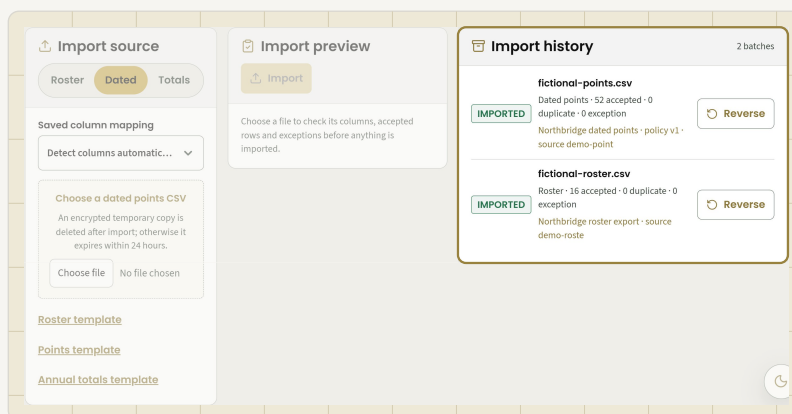
Interface shown with illustrative school data.

IN THIS CHAPTER

Bring in reliable points evidence	46
Compare House and pupil progress	48
Follow through on earned rewards	49
Run the House Cup	50
Share approved recognition	51
Review progress with the right audience	52
Control access and keep records	53
Feature index	54

Prepare the pupil and points evidence

Start with the pupil information your school needs, check how incoming points are read, and keep a clear record when something needs correcting.



Interface shown with illustrative school data.

Place pupils in the right Houses

Import the approved minimum pupil, Year, form and House information. Resolve missing House membership through reviewed mappings, with the appropriate configuration and import permissions.

Keep dated evidence useful

Bring dated achievement and behaviour evidence into the scoring workflow. Imported behaviour remains available for analysis; it affects scoring only where the school has explicitly chosen a category rule.

Check before committing

Reuse column mappings and review compact summaries of accepted records, duplicates and exceptions before committing an import.

Compare and correct

Compare a chosen import period with an explicit school reference. If a batch needs correction, an authorised user reverses it while preserving the original evidence.



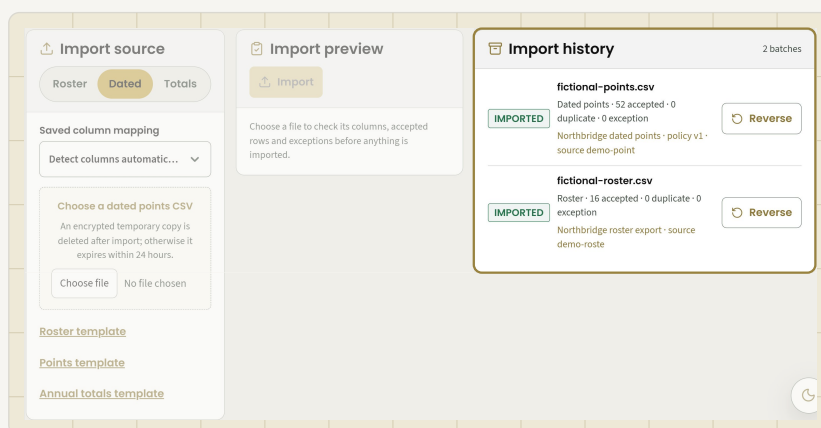
An authorised coordinator checks the week's import against the school's reference, resolves House exceptions and commits the reviewed batch.

Compare results with the school's own records and demonstrate the chosen workflow before school use. Import checks do not certify supplier data.

Choose the right route for your evidence

Schools do not all hold points evidence in the same form. Choose a suitable route and keep its limits clear before connecting live pupil information.

Choose, check and retain the import record



The screenshot shows the HP Source interface with three main panels:

- Import source:** Includes tabs for 'Roster', 'Dated', and 'Totals'. The 'Dated' tab is selected. It shows a 'Saved column mapping' section with a dropdown set to 'Detect columns automatic...'. Below this is a 'Choose a dated points CSV' section with a note: 'An encrypted temporary copy is deleted after import; otherwise it expires within 24 hours.' There are 'Choose file' and 'No file chosen' buttons. At the bottom are links for 'Roster template', 'Points template', and 'Annual totals template'.
- Import preview:** Contains an 'Import' button and a note: 'Choose a file to check its columns, accepted rows and exceptions before anything is imported.'
- Import history:** Shows '2 batches'. The first batch is 'fictional-points.csv' with 'Dated points: 52 accepted - 0 duplicate - 0 exception' and a 'Reverse' button. The second batch is 'fictional-roster.csv' with 'Roster: 16 accepted - 0 duplicate - 0 exception' and a 'Reverse' button.

Interface shown with illustrative school data.

When only annual totals exist

Use a cumulative pupil total when dated transactions are unavailable. This route supports annual rankings; it cannot be mixed with active dated transactions or used to invent weekly or term history.

Connect through Wonde

A read-only Wonde connection can bring supported roster, activity and deletion information into the import process. Before activation, the school needs approved scope, agreed mappings and credentials, followed by a school-specific demonstration and checked setup.

Review lesson-to-points links

A permitted, reviewed lesson command can be accepted from a connected product. The products must be licensed, the destination permission current and the school's event catalogue approved. Draft lessons do not automatically become points.



Example A school using annual totals keeps annual rankings honest while it considers whether a dated source connection is suitable.

School setup required

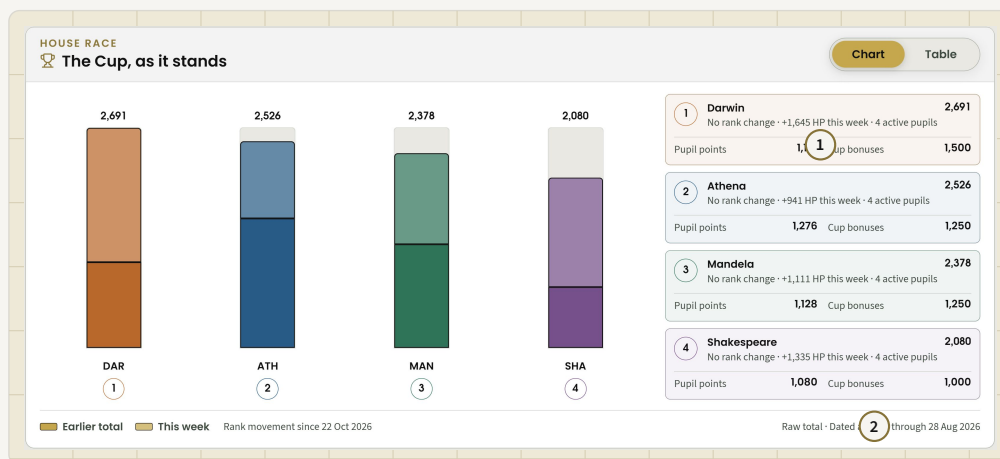
Discuss the required licences, data approval and connection setup before relying on a live integration. No automatic connection or invented point values are promised. Wonde and lesson-to-points connections need approved school scope, relevant licences and checked setup before activation.



Compare House and pupil progress

Make the scoring approach understandable before presenting the standings. Keep the chosen period, permitted pupil group and treatment of ties visible.

See the House race and the figures behind it



1 Standings stay alongside the chart

2 Keep the scoring basis visible

Interface shown with illustrative school data.

Preview the scoring approach

Review category rules and compare raw or per-pupil scoring before saving a new policy version. This is a school decision; earlier published snapshots retain the policy they used.

Explain the House race

View raw House totals or points per average active pupil. Per-pupil scoring uses dated active membership rather than an assumed fixed House size; a missing population does not produce an invented score.

Choose a useful ranking

View pupil rankings for permitted school, Year, House or form groups. Week and term views require dated evidence. Equal results remain tied rather than creating an artificial winner.



A House coordinator compares per-pupil standings, then checks the term ranking for a permitted Year group using the same recorded evidence.

Rankings describe the available evidence and the school's chosen rules. They do not establish a pupil's overall contribution or guarantee improved engagement.

Follow through on earned rewards

Connect the school's reward thresholds to a clear responsibility and issue record. Keep earned points separate from the practical work of providing a reward.


Ava Morgan
 Silver · Y9 · Form 9H · Athena · Silver badge
 Overdue · due 22 Aug 2026

Save
 Issue

Assignee
 Search staff
 Due date
 Staff note

Year 9 lead
 ▼

22/08/2026
 

No sensitive information

Assigned individually

Interface shown with illustrative school data.

Define earned rewards

Set named thresholds and reward items for earned entitlements. A pupil's earned total is not a spendable balance, and issuing a reward is not described as deducting points.

Keep ownership visible

Record an owner, due date, notes and issued state with the entitlement. Reassigning responsibility does not grant new pupil access or send a message.

Preview: rewards needing attention

Preview queue options bring due, overdue and review cases together, prioritising unfinished permitted rewards. Issued rewards remain separate, and the list does not widen pupil access.

Preview: default responsibility

School or tier defaults can use linked tutor, Year lead, House lead or coordinator responsibilities. Missing or ambiguous staff links leave the reward unassigned rather than guessing.



A coordinator checks an earned entitlement, confirms who will provide it and records issue when the reward has actually been given.

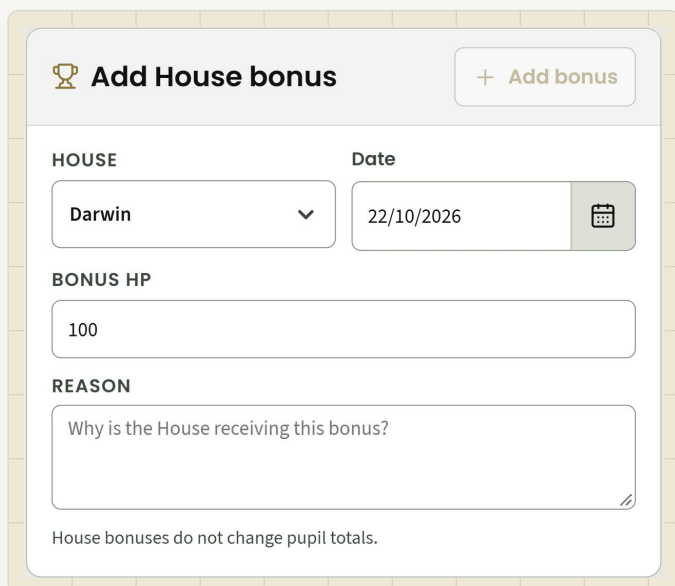
Preview options

Reward permissions and current pupil access still apply. Responsibility, entitlement and issue are separate records. Ask about availability and school setup for the preview queue and default-responsibility options.

Run the House Cup with a clear record

Bring competition results, deliberate House adjustments and season history into one understandable Cup record, separate from individual pupil point totals.

Keep a House bonus separate from pupil points



Interface shown with illustrative school data.

Record reviewed competition results

Enter a placing for every active House and freeze the reviewed scoring scale. Tied occupied awards are shared fairly without inventing a single winner.

Keep adjustments explicit

Record discretionary House bonuses separately from pupil totals. Correct a transaction through an equal-and-opposite reversal while keeping the original visible; repeat reversals are rejected.

Retain the season's history

Preview academic-year rollover and keep final standings and historic champions. Changing a finalised Cup season requires deliberate reopening, so historic corrections remain explicit.



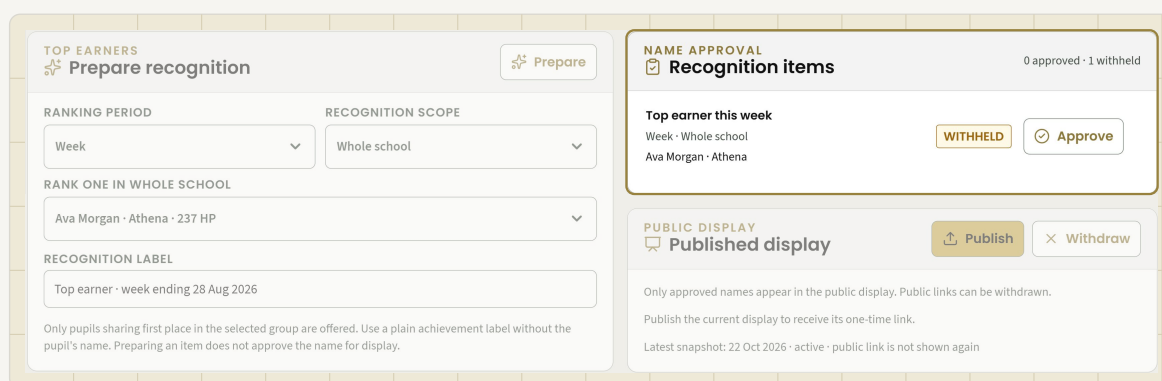
Example

After a competition, the coordinator records every House's placing, reviews a tied result and later preserves the final season standings.

Cup transactions and pupil points serve different purposes. A House bonus does not silently change individual pupil totals.

Share recognition with the right controls

Choose what the school will celebrate, who should see it and how it will be presented. Approval remains separate from the display itself.



The screenshot shows a two-panel interface. The left panel, titled 'TOP EARNERS Prepare recognition', contains dropdown menus for 'RANKING PERIOD' (set to 'Week'), 'RECOGNITION SCOPE' (set to 'Whole school'), 'RANK ONE IN WHOLE SCHOOL' (set to 'Ava Morgan · Athena · 237 HP'), and a text field for 'RECOGNITION LABEL' (set to 'Top earner · week ending 28 Aug 2026'). A 'Prepare' button is at the top right. The right panel, titled 'NAME APPROVAL Recognition items', shows '0 approved · 1 withheld'. It lists 'Top earner this week' with details 'Week · Whole school' and 'Ava Morgan · Athena', and buttons for 'WITHHELD' and 'Approve'. Below this is a 'PUBLIC DISPLAY Published display' section with 'Publish' and 'Withdraw' buttons, and a note about public links.

Interface shown with illustrative school data.

Approve first-place recognition

Prepare recognition for first-place results within the selected scope. Inclusion in a snapshot requires the school's approval, current pupil access and individual approval. No pupil name is published automatically.

Preview: fixed publications

Preview publication options preserve one set of standings and approved content. Later scoring changes do not rewrite it; a new publication replaces earlier active links, and a publication can be withdrawn.

Preview: display choices

Preview options include dated Report charts with table alternatives and a slower reception Showcase. Choose treatments without changing scores or rank. Only approved frozen content is shown; reduced motion keeps the information available.

Present the Grand Finale

Reveal verified House events at the presenter's pace with reconciled running standings. The reveal order never changes points, results or the champion.



Example

A presenter leads an end-of-year reveal, pausing between verified events while the recorded final result remains unchanged.

Preview options

Dated charts need dated evidence. Private tutor totals stay separate from public presentation content. Ask which preview publication and display options are available before planning their use.



Preview reports for the right audience

Report scope and audience should be chosen together. These preview reporting options distinguish shared summaries from the private numerical detail a tutor is permitted to see.

Preview: save a report definition

Choose the report's permitted group, period and audience, then publish a fixed result. A saved definition provides a repeatable starting point without silently changing an earlier publication.

Preview: private tutor totals

A tutor can read the published numerical totals for their currently permitted pinned form. Private pupil totals remain outside public display content, and current permission is checked when the report is read.

Prepare a scoped report

Create report

Save

REPORT NAME	AUDIENCE	DATA SCOPE	PERIOD
Termly House update	Permitted staff	Whole school	Term

Report sections

☒ Season timeline

☒ Points composition

☒ Year contribution

☒ Form contribution

☐ Reward milestones

☐ Projection

Restricted detail

☐ Named pupils

☐ Disadvantage

☐ SEND

Saved reports

0 reports

Save a report to add it to this library.

1 Choose audience, scope and period

2 Restricted detail needs permission

Interface shown with illustrative school data.



An authorised coordinator prepares a report for an agreed audience; a tutor's permitted form totals remain separate from the assembly display.

Preview options

These preview options require additional reporting setup and confirmation of availability before school use. Private pupil totals remain separate from public displays. Preview reporting: ask about availability, the required school setup and permitted audiences.

Control access and keep records responsibly

Match the information shown to the staff member's responsibility, and make deliberate school decisions about how long records should be kept.

Match access profiles to the work


Access profiles

Staff

Points and rewards for assigned pupils.

Agent

House standings for student leaders.
No pupil records or reward details.

Elevated

Awards, reward fulfilment and House events within the assigned scope.

Lead

Operational access, school settings and access for student leaders.

Admin

IT settings, audit and retention.
Pupil access needs a separate assignment.

Choose a profile, then assign the pupil groups and work each person needs. SEND and disadvantage information each need separate permission.

Critical Developments Account is not connected. Ask your suite administrator to connect it before making staff access changes.

Interface shown with illustrative school data.

Separate named and aggregate views

Named pupil records follow ordinary pupil permissions. Aggregate-only views can omit pupil names. An assignment or administrator role alone does not grant named or sensitive access.

Preview: sensitive analysis

SEND and disadvantage analysis each require separate permission, which administrators do not inherit. This scoped preview option is subject to availability; confirm the permitted view and school setup before use.

Review retention before changes

Preview which records a retention policy would affect, and use deliberate controls before deletion or removal of identifying information. Legal holds can preserve records that need to be retained.



Example

An aggregate viewer reviews House standings without pupil names, while a separately authorised colleague works with the named records needed for their role.

Preview options

Retention periods and live use require school and data-protection approval. These controls support school decisions; they are not a compliance certificate. Sensitive-cohort analysis is a preview option; confirm availability and the separate permissions required.

HP Source feature index



Find a capability and turn to its practical context.

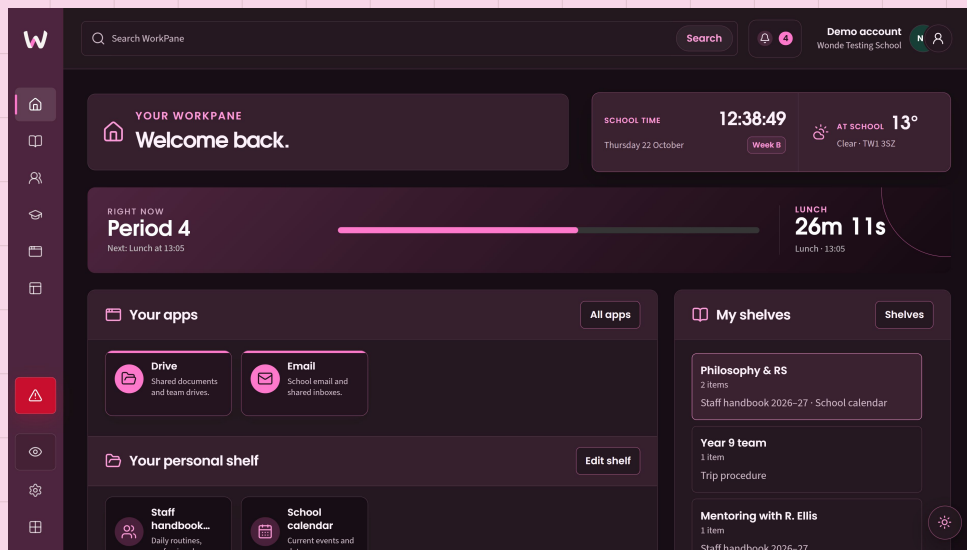
Approve recognition before it is included	51	Resolve missing House membership	46
Bring in dated points evidence	46	Reveal verified results at the school's pace	51
Check an import before committing it	46	Review default reward responsibility	49
Choose a presentation treatment	51	Review permitted lesson-to-points connections	47
Choose and preview the scoring approach	48	Review retention before records change	53
Choose named detail or an aggregate view	53	Review the most pressing unfinished rewards	49
Compare an import with the school's reference	46	Review the route for a Wonde connection	47
Correct a batch without losing the record	46	Run an approved reception display	51
Give each reward an owner and issue record	49	Save a report's scope, period and audience	52
Keep final standings and historic champions	50	See comparable House standings	48
Keep House adjustments and corrections explicit	50	See which permitted rewards need attention	49
Keep sensitive analysis separately permitted	53	Set the school's reward thresholds	49
Keep tutor report totals private	52	Start with the pupil and House roster	46
Present a dated House summary	51	View rankings for the relevant period and group	48
Publish and withdraw a fixed presentation	51	Work with annual totals when dates are unavailable	47
Record reviewed House competition results	50		

Use the page notes when discussing availability, school configuration and who may use a feature.



The staff day, notices and useful resources

Give staff an optional home for the day's notices, calendar, work summaries and trusted links, organised around the people who need them.



Interface shown with illustrative school data.

IN THIS CHAPTER

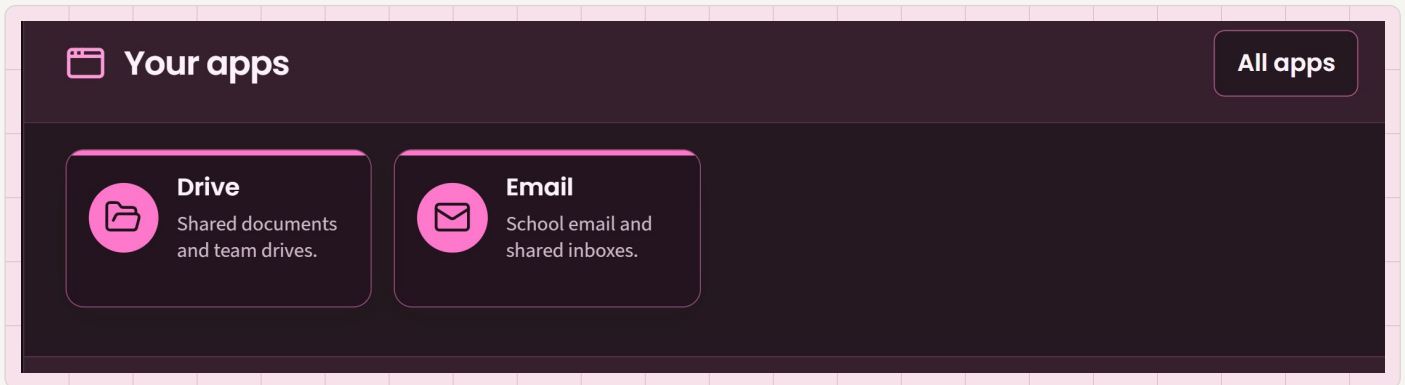
Start the school day	56
Publish notices people can act on	57
Find and share useful resources	58
Keep classroom tools close	60
Plan around the school calendar	61
Prepare tutor and year-team work	63
Keep the staff hub useful	65
Feature index	66



Start the school day in one useful place

Bring the information and shortcuts relevant to your role into a familiar staff workspace, with clear routes back to the products that own the work.

Keep everyday destinations close



Interface shown with illustrative school data.

Your starting point and shortcuts

Home brings permitted notices, shelves and school-selected apps together. Keep school-promoted launchers separate from your personal favourites; each destination retains its own licence, access and sign-in requirements.

See work and return to its owner

Read permitted work summaries from licensed source products, then open the owning app. Dismiss a summary or your personal list with Undo; this does not complete, edit or delete the source work.

Optional school-location weather

A school-configured weather view can show observation time and whether information is available. Live use needs an approved provider configuration; the feature does not use the staff member's device location.



Example

A teacher checks the morning's notices, opens a permitted source task and keeps a frequently used school link close to hand.

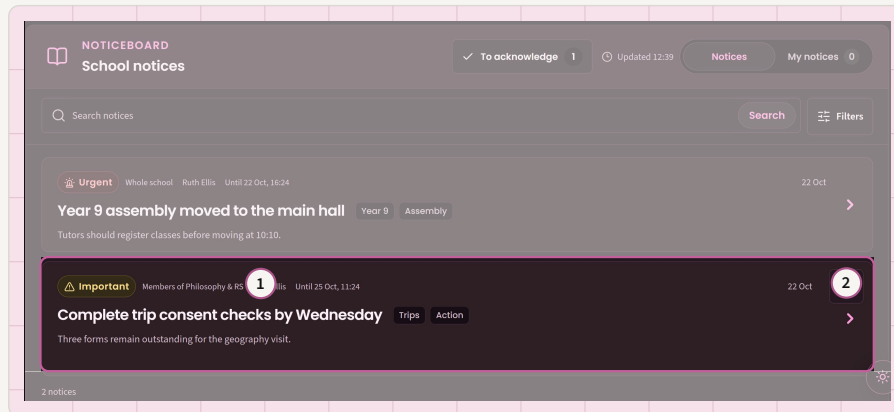
School setup required

WorkPane is included in the full six-app suite. Products remain independently usable; source permissions, freshness and availability still apply. Ask about approved configuration before relying on live weather information.

Publish notices people can act on

Give school notices a clear audience, useful timing and an appropriate review route, from the first draft to expiry.

Give a notice a clear audience and action



1 Audience and timing stay visible

2 Acknowledgement has its own control

Interface shown with illustrative school data.

Draft and review

Compose a titled notice with rich text, tags and priority. Where review is required, another permitted publisher approves it or returns it with a private note; authors cannot approve their own submission.

Choose audience and timing

Address current permitted school groups, roles or staff, then distinguish scheduled, current, expired and archived notices. Selecting an audience does not grant publishing authority.

Set consistent school rules

Authorised school owners set notice defaults, expiry limits and review or acknowledgement requirements. Readers can acknowledge notices where required, but acknowledgement is not evidence of understanding.



Example

A staff member drafts a Year-team notice. A permitted second publisher reviews it, confirms the audience and schedules it to expire after the event.

School publishing rules and permissions apply throughout. Private review notes remain with the author and permitted publishers.



Find the right notice, app or resource link

Give staff a clear route to useful information while leaving source documents and their access rules with the systems that own them.

Find a useful link with its source and audience

Staff handbook 2026–27


Daily routines, professional expectations and key contacts.
Policies · All licensed staff · Google Drive



Interface shown with illustrative school data.

Search what you can read

Search readable notices, groups, shelves and school app resources together. Personal and relationship shelf visibility remains enforced; this is not a search of private source-document contents.

Make links understandable

Use concise resource names and purpose cues for approved web or internal links. WorkPane keeps the link and its presentation, rather than document files, source access tokens or sharing grants.

Keep the catalogue reviewed

Maintain school launchers, policy links, owners and review dates. The review queue identifies records due for checking; a review date is not confirmation that the destination is currently available.

Maintain useful resources

Permitted managers can review resource information and reorder pins, with checks against conflicting edits. Catalogue-backed pins are maintained through Apps.



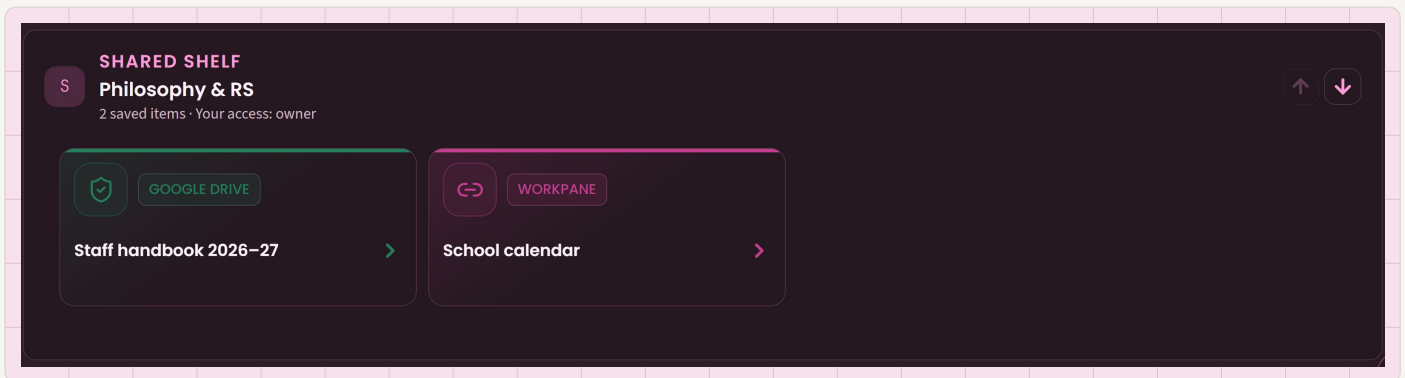
A teacher searches for a policy link, sees the readable resource card and opens the document in its owning service.

A search result, launcher or shelf card does not grant destination access or change the source system's sharing permissions.



Give shared links the right home

Personal, group and relationship shelves serve different purposes. Keep membership and visibility clear, then organise the shelves that each person is allowed to use.



Interface shown with illustrative school data.

Keep a personal shelf

Store useful personal resource links privately by default. An administrator does not inherit access to the contents of a staff member's personal shelf.

Share with a current group

Use active group shelves with permitted membership changes, preview, confirmation and Undo. Removing WorkPane membership removes that shelf view; it does not change sharing in the source service.

Support a named staff relationship

A relationship shelf serves the two named people in an active staff relationship. Administrators can inspect its lifecycle information without inheriting the shelf's contents.

Arrange and retain context

Save your preferred order for shelves you can see. Archive or restore groups and end relationships while retaining history; ending a relationship removes its live shelf view without altering source documents.



Example

A staff member keeps personal links private while a current team uses a separate group shelf for shared resources.

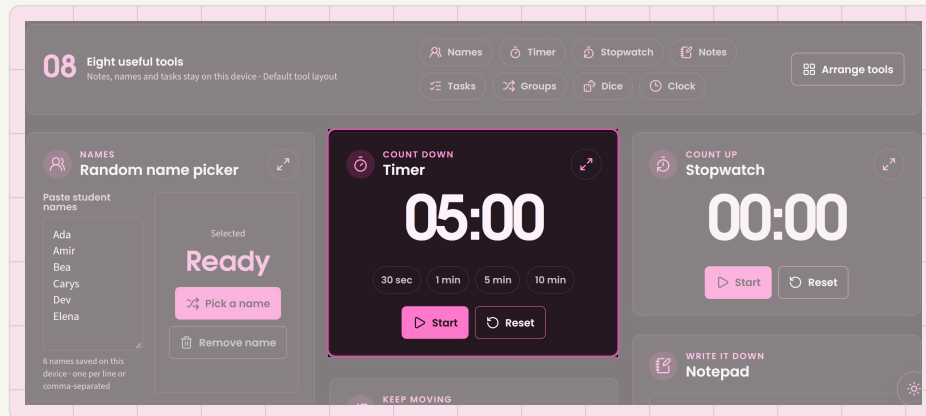
Shelf ordering never grants access. WorkPane membership and source-document permissions remain separate.



Keep everyday classroom tools close

Reach the small tools that help a lesson run, arrange them for your day and show supported tools separately when that suits the classroom.

Bring a practical tool into focus



Interface shown with illustrative school data.

Use a practical toolbox

Choose random names or groups, a timer, stopwatch, notes, tasks, dice or classroom clock. Classroom lists, notes and tasks stay on the current device rather than becoming synced school records.

Put useful tools on Home

Choose up to four compact Quick widgets for Home. Your school and user preferences are saved separately from the device-local contents of the tools.

Arrange without relying on drag

Save personal tool ordering and Home layouts, within school-required widget rules. Use non-drag ordering controls where preferred; layout choices do not change where tool contents are stored.

Show a supported tool separately

Open a supported classroom tool in a separate presentation window. The window shows the tool's supported content; browser window controls depend on the device.



A teacher keeps a timer and clock on Home, then opens a supported tool in its own window for the class.

Lists and notes remain on the current device. Use the school's approved pupil-record system for shared records.



Plan around the school calendar

See the coming weeks in school context, with dated day changes and recurring activities kept distinct from optional connected appointments.

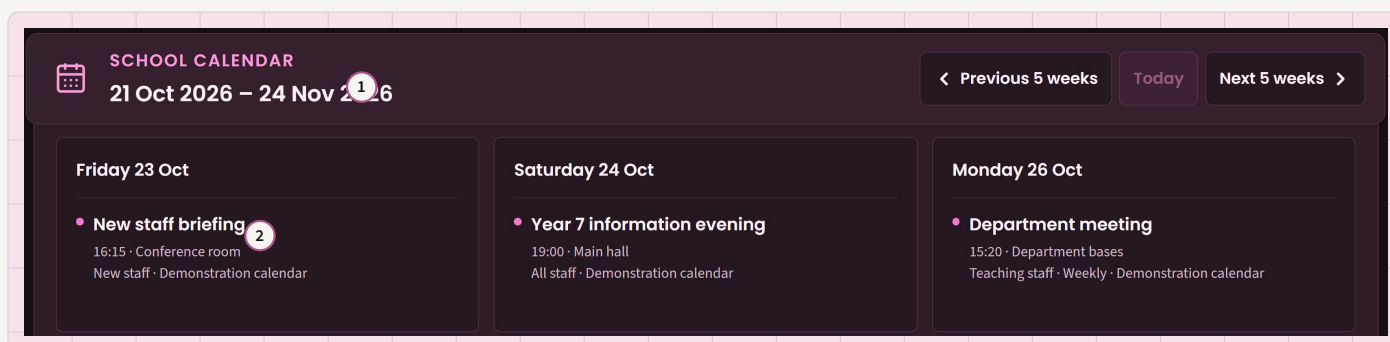
See a manageable calendar window

Browse a clear five-week view with bounded previous, current and next navigation.
Unavailable information stays clearly labelled so staff can see the limits of the current view.

Use the right school day

Use school-local time, the standard day and retained dated exceptions. Shared school information and current source availability remain authoritative.

Read a manageable calendar window



1 Keep the date window visible

2 Each event keeps its time and audience

Interface shown with illustrative school data.



Example

A staff member checks an upcoming activity against the school's dated day pattern before arranging their week.

School setup required

Connected appointments need the appropriate licences and permissions, a school-specific demonstration and confirmed activation. Calendar views do not automatically connect a supplier's calendar. Ask which calendar sources are configured and whether the DAS appointment connection is ready to activate for your school.





Plan a repeating activity

Keep a recurring series manageable while preserving dated exceptions and the earlier record.



Example

Cancel one occurrence of a weekly meeting without deleting the retained series.

Plan a repeating activity

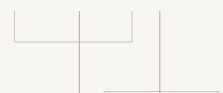
Configure bounded weekly series, exclude individual occurrences and reverse a cancellation. This does not promise live calendar-file imports or automatic reconciliation with a supplier calendar.

Discuss connected appointments

An optional DAS connection can show participant-only appointments without pupil identities or notes. Ask for a school-specific demonstration of appointments appearing, changing and being removed, including withdrawn access. Confirm checked setup and activation before use.

School setup required

Connected appointments need the appropriate licences and permissions, a school-specific demonstration and confirmed activation. Calendar views do not automatically connect a supplier's calendar. Ask which calendar sources are configured and whether the DAS appointment connection is ready to activate for your school.



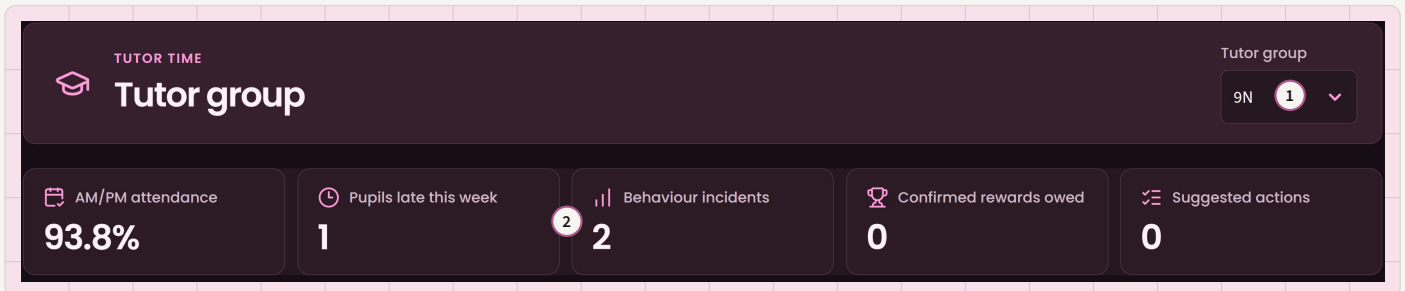
Related task: Plan around the school calendar / 61



Prepare tutor and year-team work

Bring verified tutor context and the published programme together, while keeping source facts, staff judgement and access responsibilities distinct.

Start with the selected tutor group



1 Keep the tutor group explicit

2 Review the summary before following up

Interface shown with illustrative school data.

See the assigned tutor group

A verified assignment can bring source-labelled attendance and conduct into view, alongside HP Source's current period, scoring and reward context. Missing information stays unavailable; cumulative points do not become invented weekly totals.

Review advice and record a response

School-configured recommendations remain advisory and need school approval for how their records are retained. Record Handled, Snooze or dismissal with Undo without changing source facts. A new week or escalation may surface an item again; missing thresholds do not create a judgement.



A tutor reads the published programme and reviews available source information, then decides whether a suggested check-in is appropriate.

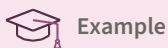
School setup required

Connected tutor views need school configuration, verified assignment and available sources. Recommendations support staff judgement; they do not make professional decisions or act in source systems. Ask for a school-specific demonstration and checked setup before activating tutor connections or reward views; confirm availability of year-team options.



Prepare the published programme

Keep published tutor content aligned with the teaching calendar, with dated changes retained.



Publish two Monday items and retain a one-off change without rewriting earlier weeks.

Prepare the published programme

Publish ordered daily items with notes, links, recurrence and dated changes, following the current school calendar, A/B pattern and permissions.

Ask about year-team options

Ask about availability of a year workspace bringing an authorised programme together with mapped notices and readable shelves. A programme responsibility does not grant Bulletin publishing rights or shelf membership.

School setup required

Connected tutor views need school configuration, verified assignment and available sources. Recommendations support staff judgement; they do not make professional decisions or act in source systems. Ask for a school-specific demonstration and checked setup before activating tutor connections or reward views; confirm availability of year-team options.



Related task: Prepare tutor and year-team work / 63

Keep the staff hub useful

Give authorised school owners a practical way to review shared information and recover a sound configuration without opening private staff content.

Review the staff hub's operational picture

SCHOOL-WIDE TOTALS

Operational reports

Bulletin, content, configuration and source health without private shelves or specialist pupil records.

REPORT WINDOW

30 days · 5 attention items

Generated 22 Oct 2026, 13:23 · current snapshots and windowed aggregate events are labelled separately

5 Healthy sources 2 Degraded sources

Reporting window

Last 30 days 1

Download aggregate CSV Open setup

1 Choose a reporting window

2 Separate healthy and degraded sources

Interface shown with illustrative school data.

Review aggregate maintenance

Review notice lifecycle, app-catalogue checks, group review and configuration state, with bounded CSV export. Reports exclude private shelves, specialist pupil records and staff rankings.

Restore a checked configuration

Read safe summaries of earlier configurations and restore a validated version as a new version. History is retained rather than overwritten, giving the school a clearer record of what changed.



Example

A school owner reviews overdue catalogue checks, then uses the configuration history to restore an earlier validated arrangement when appropriate.

Restoring settings does not reactivate expired connections, credentials or approvals. Maintenance reports do not grant access to private shelf contents.

WorkPane feature index



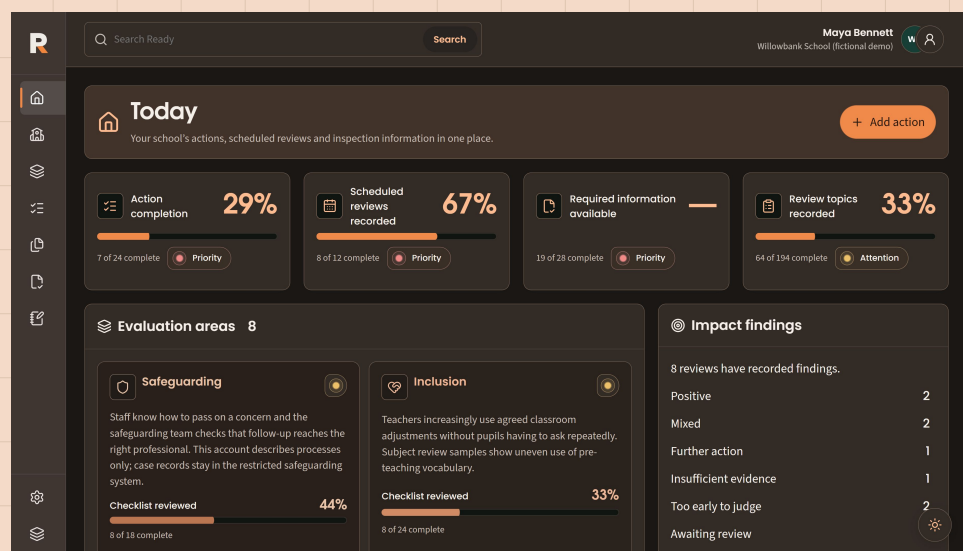
Find a capability and turn to its practical context.

Archive or end shared spaces with history intact	59	Reach everyday classroom tools	60
Arrange Home and tools to suit the day	60	Reach the permitted readers	57
Arrange your visible shelves	59	Record a response to a recommendation	63
Ask readers to acknowledge a notice	57	Review a notice before publication	57
Begin with your staff workspace	56	Review aggregate hub maintenance	65
Bring authorised year-team material together	64	Review and maintain shelf links	58
Clear your view and Undo when needed	56	Review and restore a prior configuration	65
Draft a staff notice	57	Review optional school-location weather	56
Find readable notices, shelves and resources	58	Review school-defined advisory recommendations	63
Give a link a clear name and purpose	58	Review the tutor group you are responsible for	63
Keep a private shelf of useful links	59	See permitted DAS appointments	62
Keep links for a named staff relationship	59	See permitted work from connected products	56
Keep school apps and personal favourites close	56	See source-owned points and reward context	63
Keep the school's app links reviewed	58	See the next part of the school calendar	61
Plan a repeating school activity	62	Set the school's notice defaults	57
Prepare the published tutor week	64	Share a shelf with an active group	59
Publish at the right time and let notices expire	57	Show a supported tool in its own window	60
Put a few useful tools on Home	60	Use the right day and dated exceptions	61

Use the page notes when discussing availability, school configuration and who may use a feature.

School evaluation, improvement and impact review

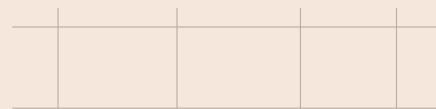
Organise school evaluation, improvement actions and supporting sources, with a clear distinction between finishing work and knowing its impact.



Interface shown with illustrative school data.

IN THIS CHAPTER

Describe the school's context and practice	68
Turn priorities into owned work	69
Keep evidence connected and honest	70
Review practice and its impact	71
Prepare the information people will ask for	72
Prepare a report people can review	73
Carry the right work into the next cycle	75
Feature index	76



Describe the school's context and practice

Build a clear school-authored account of the current position: the applicable provision, what is working, where concerns remain and what needs another look.

Keep school context beside the previous account

School information

Edit

Number on roll	Responsible body
1,084	Willowbank Learning Trust (fictional)

Provision and organisation

A fictional 11–18 secondary academy with 156 sixth-form students, serving a mixed urban and rural catchment. No early-years provision.

Previous inspection

Edit

Inspection date	Framework
No date set	Not recorded

Published outcomes and follow-up

Fictional demonstration only. No published school inspection outcome or report is represented; this account illustrates how a school would record its current review.

Interface shown with illustrative school data.

Confirm the applicable profile

Record phase, school type, early-years and post-16 provision before opening the operational records. This determines the applicable working context; confirming a profile is not a compliance judgement.

Write the area account

Keep summaries, strengths, concerns, uncertainty and review dates within the permitted evaluation area. Staff make and explain the judgement, with room for incomplete or conflicting information rather than a calculated grade or quality score.

Keep school context alongside

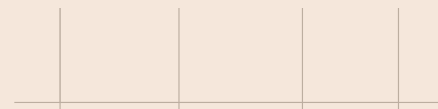
Record dated pupil, staffing, community, provision and previous-inspection context separately from area accounts. School-wide access is required. This is an account of the school, not pupil casework or automatically inferred cohort statistics.



Example

An area lead records a strength, the evidence still needed and a review date, while the school context remains a separate dated account.

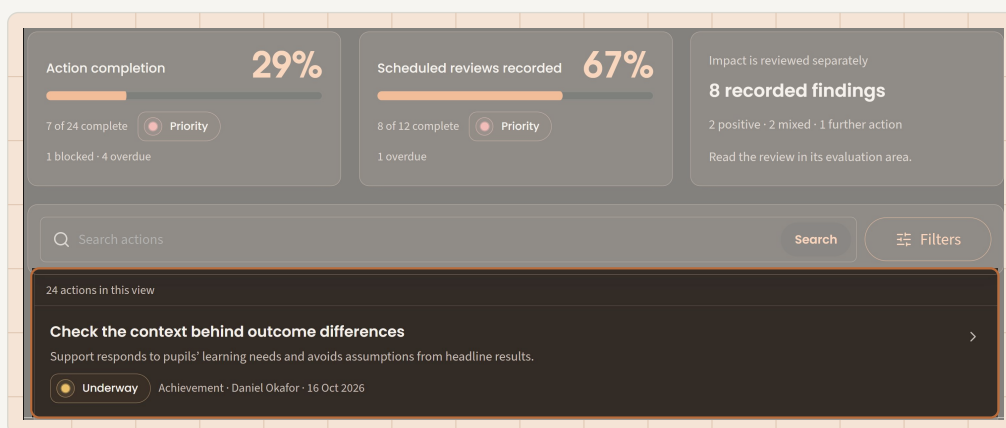
School judgements remain human. Ready does not calculate an inspection grade or certify that practice meets a standard. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Turn priorities into owned work

Make the intended pupil benefit clear, agree who will act and keep the work visible without treating completion as evidence of impact.

Connect the action to its owner and state



Interface shown with illustrative school data.

Agree the work and its owner

Give a school-authored priority its intended benefit, owner and date, then track actions as planned, underway, blocked, completed or cancelled. Assign an area lead from current internal school members with existing access. Naming a lead grants no new access.

See the work still to do

Today keeps action completion, scheduled reviews and information checks distinguishable, with definitions and date-based status. Search returns only records and labels already visible to the reader; hidden areas, records and counts stay hidden.

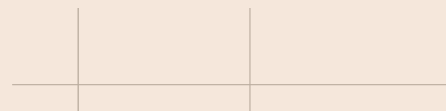
Keep everyday work connected

A warning helps you keep an unfinished form open while making related choices. Save before leaving the page; unsaved work is not available offline. With both products licensed and configured, WorkPane can show your permitted Ready summary for the current cycle.



An inclusion priority has three named actions. Completing one changes its work status; the later impact review still needs its own finding.

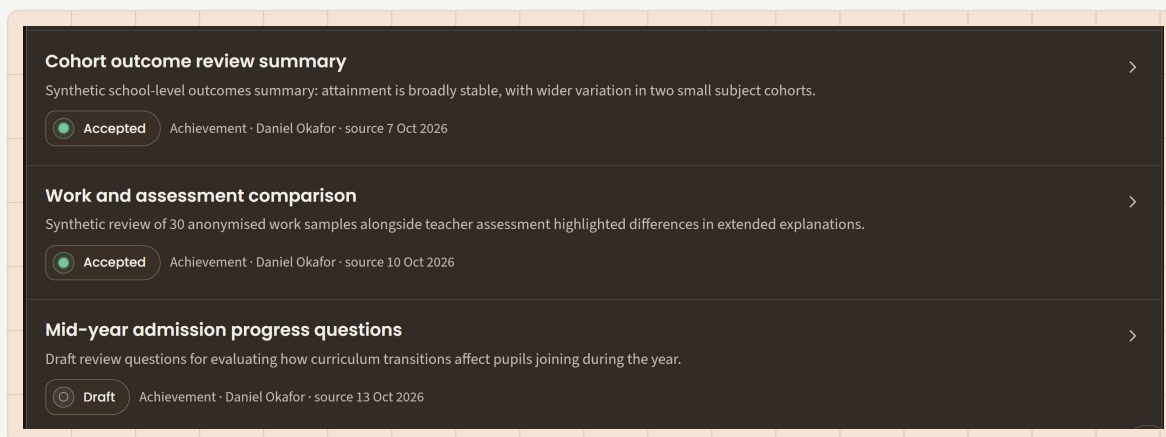
Due-date status and completion are working measures, not an effectiveness score, inspection grade or compliance certificate. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Keep evidence connected and honest

Keep the source, its owner and its limitations close to the account it supports. Make review decisions explicit.

Evidence keeps its source date and review state



Interface shown with illustrative school data.

A reference with context

Retain a secure document link or source summary with dates, owner, limitations and review state. Ready records the reference; it does not fetch or evaluate private external documents on the school's behalf.

A named acceptance decision

Submit a source for human acceptance, clarification or withdrawal. Material changes remove its accepted status so the changed information can be considered again. Acceptance records a review decision, not a guarantee of effective practice.

The relevant area and reader

Link only readable, non-withdrawn evidence within the relevant evaluation area. Access to the source remains separate from its presence in a list or account; a link never grants permission to inspect a private document.



An area lead links a dated observation summary, records its narrow sample and asks a colleague to clarify one limitation before acceptance.

Evidence presence alone does not establish quality, compliance or impact. Keep the recorded limitation and human interpretation visible. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Review practice and its impact

Return to the intended benefit, record what has changed and retain uncertainty. Use authoritative guidance and published examples with their context intact.

An impact finding of its own

Record a dated qualitative finding separately from action completion. Explain what is known, what remains uncertain and what should be checked next. A finding is the school's descriptive judgement, not causal proof or an inspection score.

Review the relevant question

Work through applicable topics and standards with an account, linked sources and next review date. Explain any not-applicable state. Marking an item reviewed does not mean the standard is met; material account changes reopen the review.

Guidance and examples in context

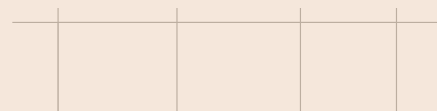
Read short summaries alongside official references. Published examples retain attribution, actual area grade, dates and framework context, with separate adaptation prompts. They are selected examples, not representative samples or outcome guarantees. Content editions are identified; later editions do not silently replace the school's work.



Example

An action is complete, but its review records mixed findings and a wider sample to revisit on the next agreed date.

The official source remains authoritative. Ready is not endorsed by Ofsted and does not predict inspection outcomes. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Prepare the information people will ask for

Know who holds each applicable item, how it can be reached and what is still unknown. Keep practical call preparation alongside that picture.

Know what is available and who holds it

Priorities and vision
>

Demonstration gap: the current record has not been confirmed. The custodian is following this up before the next review.

Missing
Leadership and governance · Maya Bennett · school office coordination

Trust governance records
>

Fictional availability check: the custodian has confirmed the current record and approved access route. No original record is attached to this demonstration.

Available
Leadership and governance · Maya Bennett · school office coordination

Interface shown with illustrative school data.

An information index

Record the custodian, access route, confirmation date and missing or unknown state for applicable inspection information. Available means the school has confirmed the route, not that an inspector has approved it. Restricted checks do not expose ordinary free-text notes.

Prepare the planning call

Keep attendees, arrangements, changes, questions, support and professional contact details in a school-wide record. The relevant school-level permission is required. This prepares the conversation; it is neither a safeguarding case record nor a portal submission.

Record the received notification

Enter the notification date the school has received, separately from the call date and planning record. It is a manual record: Ready does not detect an inspection or automatically notify others.



A school confirms the custodian for one information item, leaves another as unknown and records the questions to resolve before the call.

Keep sensitive information with the authorised owner and access route. An index entry is not permission to open its underlying record. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.

Prepare a report people can review

Choose a format for the audience, preserve the account being reviewed and make the output a deliberate authorised step.

Keep review, preview and output distinct

Willowbank school account

Submitted

Concise school account

Leadership review · fictional demonstration · created 21 Oct 2026

8 areas · 24 actions · 24 evidence records · 12 reviews

Preview report

Approve

Withdraw

This report holds the records as they were when it was created.

School review for trustees

Approved

Full review

Trustees and senior leaders · fictional demonstration · created 21 Oct 2026

8 areas · 24 actions · 24 evidence records · 12 reviews

Approved by Maya Bennett · 21 Oct 2026

Preview report

Print / PDF

CSV

JSON

Withdraw

This report holds the records as they were when it was created.

1 Submitted is different from approved

Interface shown with illustrative school data.

2 Preview the report before output

Full or concise account

Prepare a full report from records visible to its author, or choose a concise school account using permitted context. The report keeps its frozen snapshot through review; later changes need a successor. The concise format excludes the inspection-information index.

A bounded call brief

A planning-call brief combines permitted school context, arrangements and inspection-information availability. It requires both context and planning-call access, keeping the brief within the information its author can use.

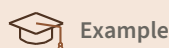


A senior leader submits a concise account for another designated colleague to review, then checks the frozen preview before creating the agreed output.

A frozen report preserves what was reviewed. It does not make later changes, source withdrawals or access decisions irrelevant. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.

Independent approval

Review the exact report and its sources before sharing it; changed or withdrawn sources need a fresh check.



Prepare a successor when the source chain changes.

Independent approval

Submit the report for approval by a separately designated colleague. Sensitive decisions require current verified access. Later use rechecks source access and withdrawn material; approval, preview and export remain separate permissions.

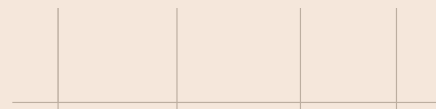
Preview, then create the output

Inspect the exact frozen report before creating an authorised output. Current source permissions still apply. Generating, approving or exporting a report does not send it to Ofsted or any other external recipient.

A frozen report preserves what was reviewed. It does not make later changes, source withdrawals or access decisions irrelevant. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Related task: Prepare a report people can review / 73



Carry the right work into the next cycle

Begin the next review deliberately. Decide what carries forward, retain earlier context and reconcile changes before they overwrite another person's work.

01 Preview the successor cycle

Review explicit carry and reset choices before archiving the previous cycle and starting its successor. School-wide authority is required; conflicting changes need a fresh preview. Retained closed-cycle snapshots remain readable only under current source and record permissions.

02 Keep the change history

An earlier version helps you follow how a record developed. Repeating the same save attempt records one change. If another person has edited the record, review the conflicting edits before saving again. This is a record of school work, not external certification.



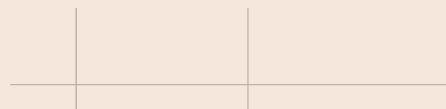
Example

Before the next cycle starts, leaders review which priorities carry forward and leave the earlier account available to its currently authorised readers.

Archived information remains subject to current access and school policy. The archive is not a promise of indefinite retention. Ready is included in the full suite. Explore these features in a demonstration; confirm school setup, availability and the agreed features before activation.



Ready feature index



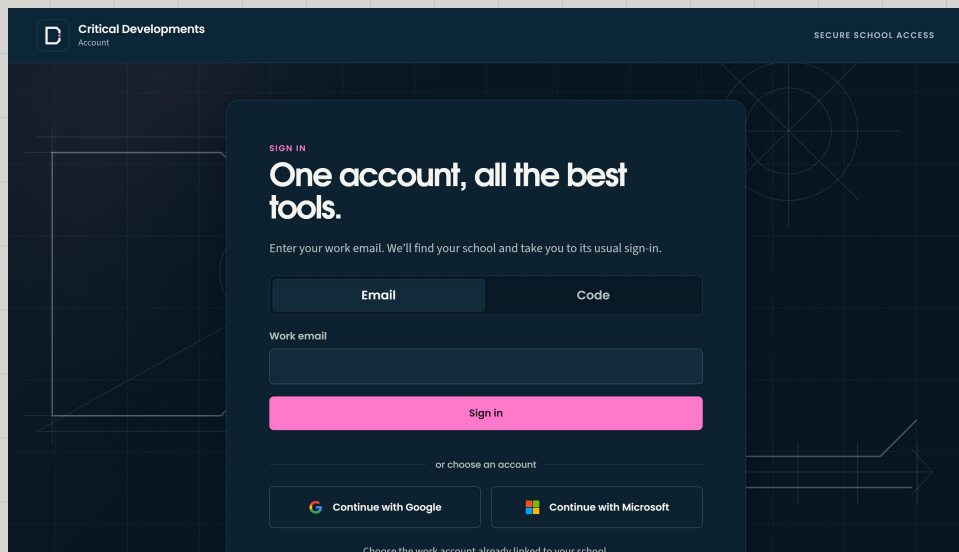
Find a capability and turn to its practical context.

Ask a named colleague to accept or clarify the source	70	Prepare a full report from a frozen snapshot	73
Choose a concise school account	73	Prepare the planning call	72
Confirm the school's applicable profile	68	Preview the frozen report before creating an output	74
Find records within your permitted workspace	69	Preview what carries into the next review cycle	75
Give each action an owner and date	69	Read inspection examples in their original context	71
Keep a source's reference and limitations together	70	Record an impact finding separately from completed work	71
Keep an unfinished form while making related choices	69	Record the notification date that was received	72
Keep official guidance close to the work	71	Return to a permitted closed-cycle account	75
Keep the school's dated context alongside it	68	Review a topic against its sources	71
Know who holds the information and how to reach it	72	See a permitted Ready summary in WorkPane when configured	69
Link evidence to the area it supports	70	See completion, scheduled reviews and checks separately	69
Name an area lead with existing access	69	See the earlier revision before reconciling a change	75
Name the improvement priority and intended benefit	69	Seek independent approval and recheck source access	74
Prepare a bounded planning-call brief	73	Write the account for each evaluation area	68

Use the page notes when discussing availability, school configuration and who may use a feature.

Shared sign-in, licences and appropriate access

Shared sign-in, school membership, licences and appropriate access for the tools your school chooses.



Current Account sign-in; options depend on school configuration.

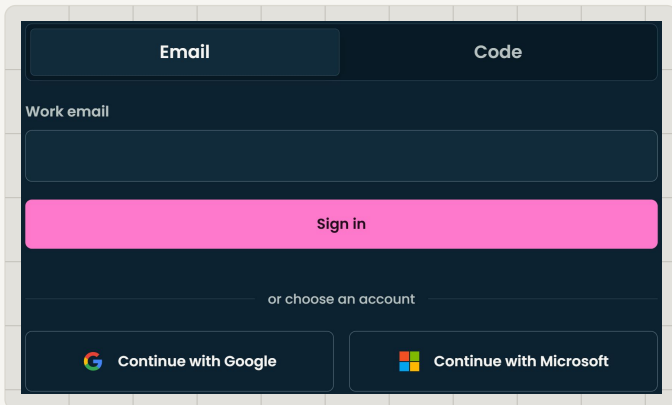
IN THIS CHAPTER

Reach the tools your school has chosen	78
Match access to responsibilities	79
Keep shared school information consistent	80
Protect sign-in and recover checked access	81
Feature index	82

Reach the tools your school has chosen

Use the shared school sign-in and Account home to reach licensed products, with each tool's own rights and responsibilities kept clear.

Use the school's configured sign-in route



Current Account sign-in; options depend on school configuration.

A configured school sign-in

Reach the school's available tools through its configured sign-in route. Microsoft and Google connections are activated during onboarding; local accounts are invitation-only. Opening Account does not assign access to every product or pupil record.

Request, review and activate

Request a product licence and attach the relevant order or contract evidence for separate review. A request, estimate or purchase order is not activation. Check the licence's confirmed status before relying on product access.



Example

A school requests another product, supplies the agreed order evidence and waits for its licence to be reviewed and activated.

The full suite includes all six product apps, including Ready and WorkPane, plus shared Account. Confirm your school's chosen products, setup and availability. Account provides the shared school service for your chosen Critical Developments tools. Each product keeps its own licence and record permissions.

Match access to responsibilities

Keep school membership and product duties distinct, so staff can reach the work they are responsible for without blanket pupil access.

Product duties stay specific

 **Access profiles**

Staff Points and rewards for assigned pupils.	Agent House standings for student leaders. No pupil records or reward details.	Elevated Awards, reward fulfilment and House events within the assigned scope.	Lead Operational access, school settings and access for student leaders.	Admin IT settings, audit and retention. Pupil access needs a separate assignment.
---	---	--	--	--

Choose a profile, then assign the pupil groups and work each person needs. SEND and disadvantage information each need separate permission.

Critical Developments Account is not connected. Ask your suite administrator to connect it before making staff access changes.

HP Source access profiles illustrate product-specific duties. Illustrative school data.

People and school membership

Invite staff, review their Account access level and manage school membership status. Ask the colleague to confirm that the invitation arrived, then check that their membership is in the intended state.

Product duties stay specific

Use designated product permission workspaces to assign responsibilities. An Account level does not confer every app capability or pupil record. Product Leads, professional designations and source scope remain distinct; administration does not create blanket pupil access.

Recent account changes

Review bounded recent account and access activity without opening pupil records. It helps explain school-account changes, while product records keep their own histories and permissions.



Example

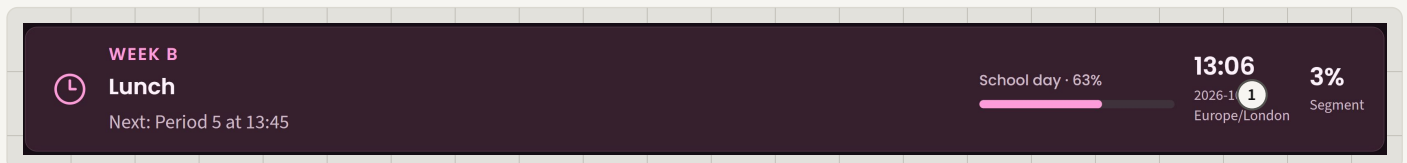
A school administrator manages a colleague's membership while the relevant product lead assigns the separately permitted operational duties.

Account activity is not a complete pupil-work audit or a compliance certificate. Use each product's record and access controls for its own work. Account provides the shared school service for your chosen Critical Developments tools. Each product keeps its own licence and record permissions.

Keep shared school information consistent

Maintain the school information adopted by the products and arrange approved directory connections with a clear scope.

Show the configured school day in context



1 Use the configured week and timezone

WorkPane calendar illustrates configured school-day information. Illustrative school data.

Shared identity and school day

Manage configured school presentation and school-day/calendar fields through designated Account settings. Only adopted shared fields carry into the products that use them. Check the school's setup rather than assuming a complete timetable or automatically inferred schedule.

Wonde MIS integration and staff links

Connect supported MIS data through Wonde and keep verified staff linked to current directory records. School and supplier approval, an agreed minimum scope and checked setup are required. Email addresses or domains do not create inferred matches.



Example

A school confirms its adopted calendar settings and verifies a staff-directory link before using a connected product workflow.

School setup required

Confirm supported MIS systems, data and permissions for your school. Synchronisation stays within the agreed scope; these settings do not provide automatic timetable write-back. Wonde MIS integration needs school approval and checked setup. Product connections and calendar sources are agreed separately; each product keeps its licence and record permissions.

Protect sign-in and recover checked access

Use the school's configured verification policy, request help when a method is lost and review signed-in sessions deliberately.

Renew sensitive verification

Set the school verification policy and require renewed verification for sensitive Account changes. The available methods depend on the configured provider and current school policy.

A checked recovery request

Record a request when a member loses an enrolled verification method. The request does not bypass the checks or guarantee a reset. Microsoft or Google password recovery remains with the school or provider.

Review signed-in sessions

Inspect current Account sessions and deliberately end another session through the security controls. The result shown applies to the selected Account session. Check any other product or provider access separately.



Example

A member who loses their verification method raises a checked request, while an authorised colleague reviews the relevant account state.

School/provider account recovery and other signed-in services retain their own controls. Follow the displayed outcome before assuming that access has changed. Account provides the shared school service for your chosen Critical Developments tools. Each product keeps its own licence and record permissions.

Account feature index

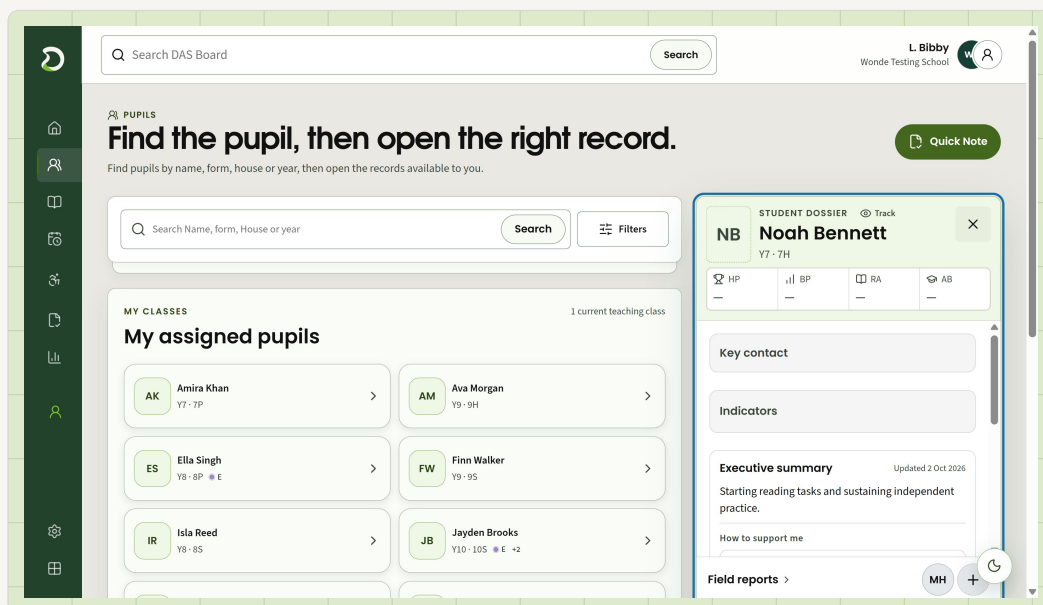
Find a capability and turn to its practical context.

Arrange approved MIS and staff-directory links	80	Renew verification for sensitive account work	81
Give product access that matches the job	79	Request and review a product licence	78
Invite staff and manage school membership	79	Request checked verification recovery	81
Keep adopted school settings consistent	80	Review and end a signed-in session	81
Reach the school's licensed tools	78	See recent account and access changes	79

Use the page notes when discussing availability, school configuration and who may use a feature.

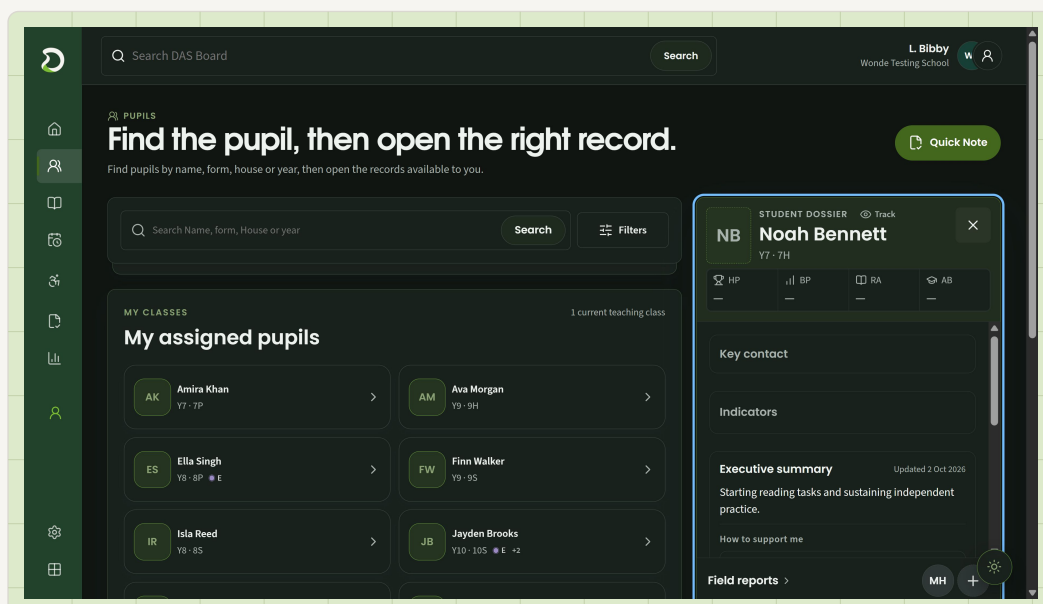
Choose your view.

One task, three ways to see it. Choose the view you find clearest as your working environment changes.



Light

Bright surfaces and dark text keep the workspace open and clear. Choose this view when you prefer a lighter page.



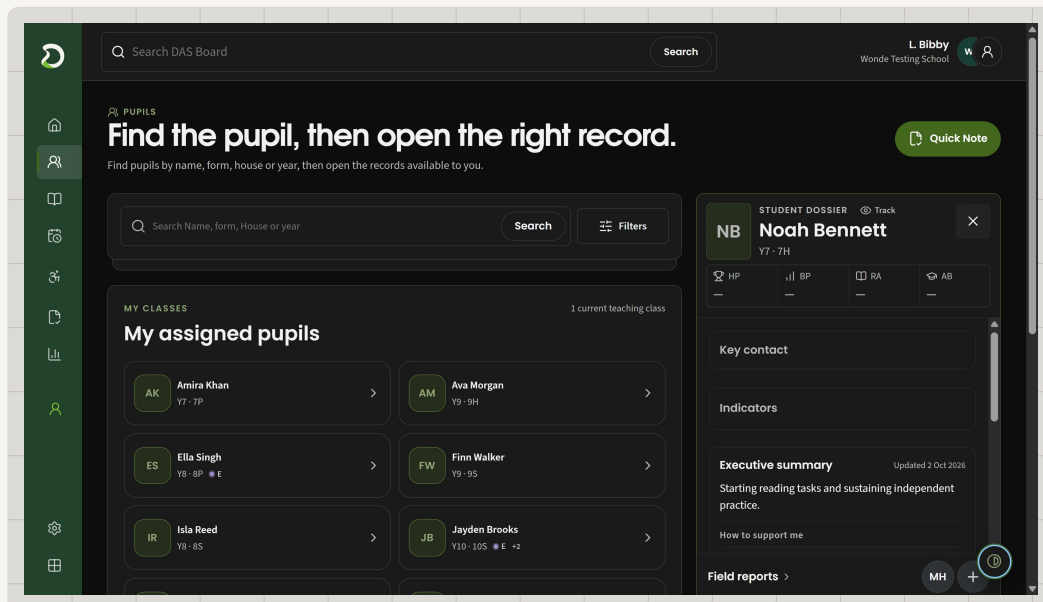
Dark

Deep, product-toned surfaces reduce the bright areas of the workspace while keeping text and controls visible.

DAS Board with illustrative school data. The pupil, task and screen position are the same in all three views.

Make the detail stand out.

Keep the task in place. Change the view with the colour-mode control.



Contrast

Neutral dark surfaces and pale text put words and boundaries first. Product and status colours remain where they carry meaning.

Switch Light and Dark

Use the round colour-mode control at the bottom right of the staff workspace. Click or tap once to switch between Light and Dark.

Enter Contrast

Hold the control for half a second to enter Contrast. A short press returns to the Light or Dark view you held from.

Use a keyboard

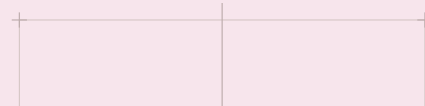
Tab to the colour control. Press Enter or Space to switch Light and Dark; hold either key for half a second to enter Contrast.

Keep your choice

Your choice is saved in this browser for this app. Another browser or device can use a different view.

Ready also offers Light, Dark and Contrast buttons under Appearance in Settings. The colour control may be hidden on sign-in and presentation screens.

A clear starting price.



Choose the apps you need, or save with a package.
Indicative annual prices per school, excluding applicable VAT.

SEND package

£1,700

DAS Board + PASSport

£200 below individual catalogue rates*

Complete six-app suite

£3,000

DAS Board, PASSport, SitRep, HP Source, WorkPane and Ready

£300 below individual catalogue rates*

Choose individual apps

DAS Board	£1,500
PASSport	£400
SitRep	£400*
HP Source	£400*
WorkPane	£400*
Ready	£200

Included in the agreed service

Shared Account, MIS integration through Wonde, standard remote setup, hosting, updates and ordinary support. The connection and supported data are agreed with your school. Exceptional requirements are priced beforehand.

*SitRep, HP Source and WorkPane are £400 each as catalogue/add-ons. Standalone licences require a complete school quote; the confirmed total may differ. Your written quote confirms the payable total and renewal terms.

Brochure prices agreed 22 October 2026. The full suite includes all six product apps plus shared Account.

Current pricing and school enquiries

Getting started with your school.

Choose a real school job, then agree the tools, people and scope of a supported trial.

Your school

Name a school lead, choose your apps and priorities, and approve the required MIS access through Wonde.

We arrange

Confirm the scope and annual quote, prepare the chosen apps and staff access, and provide standard remote setup and support.

01 Explore the right tools

Start with a demonstration using illustrative data. Choose individual apps or the complete six-app suite, including Ready, and agree what your school wants to test.

02 Connect and prepare

We provide MIS integrations through Wonde. Agree the supported connection, required data and school authorisation, then confirm staff roles and access before school use begins.

03 Try it in school

The trial lasts 12 teaching weeks, beginning when agreed setup is ready. No payment card and no automatic paid conversion. Agree data return and closure if you decide not to continue.

support@criticaldevelopments.net

Discuss your school's apps, Wonde connection and trial

Annual school prices and included services / 85