

KENT 14+ EDUCATION AND TRAINING STRATEGY 2009-2013

1. INTRODUCTION

1.1 This strategy defines priorities for the development of education and training for young people aged 14+ in Kent. At its heart is a commitment to continuously improve opportunities for learning in Kent and a belief that young people should be able to choose pathways that best suit their interests, aspirations and learning styles.

1.2 Through the Kent 14+ Strategic Forum¹, providers of education and training will work together to implement this strategy and build their capacity to personalise learning. This will offer young people a diverse and inclusive curriculum combined with the support necessary to access and succeed in learning. This Strategy addresses the needs of *all* learners, and reflects our belief that by offering a broad and inclusive curriculum that enables every young person to successfully participate, succeed and progress, we will increase the number of young people engaging in learning.

1.3 While located within a national reform agenda, Kent's 14+ Strategy identifies key priorities for Kent, based on the specific needs of our county.

1.4 In addition to the four curriculum pathways proposed by national policy, the Kent 14+ Strategic Forum intends to promote opportunities for a wide range of learning by including Vocational, Work-Based Learning and Baccaureate qualifications within our 14+ qualifications framework. We know that a significant proportion of young people have benefitted from these opportunities already and we believe that as we work towards increasing the participation age from 2013, work-based learning pathways will be an important part of the offer to young people wishing to combine work with training.

1.5 Our strategy places a high priority on equipping young people with the skills and attitudes that will help them to succeed in both work and higher levels of learning. The Partnership is committed to expanding opportunities for young people to enter a work-based learning pathway including Apprenticeships from age 14. This will build on its success in delivering Young Apprenticeships and secure work-based progression routes for young people post-16. Engaging effectively with employers will be essential to delivering a work-related curriculum that enables successful progression into work, and so this strategy and its linked Kent 14+ Work-Related Learning Strategy sets out our intentions to achieve this goal.

1.6 Securing effective progression pathways for young people from age 14 onwards is key to securing improvements in their attainment and participation. The period of this strategy will see the transfer of responsibility for the funding and commissioning of post-16 provision from the Learning and Skills Council to the Local Authority, and so the Kent 14+ Strategic Forum will play a key strategic role in planning the curriculum offer for the area and ensuring that it meets local needs.

1.7 The intention to offer increased choice to young people and to personalise their programmes of learning must be underpinned by the provision of high quality, impartial information, advice and guidance. A significant emphasis is placed in this Strategy on the work of the Strategic Forum and the role of all partners in developing the highest quality of careers education, information advice and

¹ This is the county's 14-19 Partnership which is led by the Local Authority and comprises 14-19 providers (Schools, Colleges, Higher Education Institutions, Work-Based Training providers) working with Connexions, employers and the LSC. The Kent 14+ Strategic Forum operates at county level, with nine Local Planning Forums leading the strategy in localities across the county. All secondary schools and FE Colleges are members of a Local Planning Forum.

guidance and work-related learning to support young people in making informed and positive choices about their learning and about their future careers.

2. WHY DO WE NEED A 14+ STRATEGY?

2.1 THE LOCAL CONTEXT

2.1.1 Kent County Council with its partners the Learning & Skills Council and Connexions launched the 14-19 Learner Strategy in 2004. This document was very much ahead of its time; its principle vision of giving young people the chance to mix different types of learning delivered through new forms of partnership and collaboration between different education and training providers is a theme promoted four years later in the Government's 'Delivering 14-19 Reform: Next Steps' document². It therefore provided a framework and monitoring process through which the key partners could collaboratively deliver the 14+ agenda, and in particular was the prime vehicle for introducing significant expansion of vocational education for 14-16 year olds.

2.1.2 However, despite the progress made through implementing the Strategy, there are still a number of areas which require further development and so remain key priorities, such as the need for transparent qualification and employment pathways for young people to progress along, developing young people's employability skills, developing relationships with HE and increasing post-16 participation and attainment at Level 3. Furthermore, the following priorities originally expressed in our 2004 Strategy take on new significance given the current reform:

- The drive to provide high quality and impartial Information, Advice and Guidance (IAG).
- Develop protocols for collaborative working.
- Develop opportunities for collaborative multi-agency working, which will need take place within Kent's Children's Trust arrangements.
- Development of preventative inter-agency support to enable young people to overcome barriers to learning and progression, which links to the Targeted Youth Support agenda.
- Audit provision and assess needs for 14+, which will need to incorporate the upcoming transfer of 16-19 commissioning and funding responsibilities from the LSC to Local Authorities.
- Workforce Development, which is already addressing needs created through the 14+ Reforms, such as the introduction of the new Diploma qualification.

2.2 WHY DO WE NEED TO UPDATE OUR STRATEGY?

Whilst many of our 2004 Strategy's principles still remain key to the successful delivery of education and training for young people in Kent, the 14+ landscape is changing and there are new elements that we need to respond to in order to effectively address the required reforms whilst firmly placing young people and the desire to ensure positive outcomes at the centre of our actions. Despite progress made over the last five years, a significant minority of young people still can't follow their interests or experience problems and barriers that increase the likelihood of them becoming disengaged, thereby slipping through the net. Therefore Kent's strategic partners and providers must work together to address the above issues in order to improve outcomes for young people in Kent. This strategy will provide the necessary framework to enable us all to focus on the key priorities for supporting our young people through times of great policy shift.

2.3 KENT 14+ LEARNER ENTITLEMENT

The Kent 14+ Learner Entitlement has been developed in consultation with learners and education professionals to provide a clear statement of an entitlement for all young people to a broad curriculum tailored to their needs, to high quality information, advice and guidance and to the personalised support required. This 14+ Strategy sets out the strategic priorities for development between 2009 and 2013 that will realise the entitlement for learners.

² 'Delivering 14-19 Reform: Next Steps' DCSF November 2008

2.4 KENT CHILDREN AND YOUNG PEOPLE'S PLAN

The Kent 14+ Strategy is one of a number of plans which sit beneath the Kent Children & Young People's Plan (CYPP) to carry forward its vision and priorities. Its overarching vision is as follows:

In Kent's successful communities, achievement exceeds aspiration, diversity is valued and every child and family is supported. Children and young people are positive about their future and are at the heart of joined up service planning. They are:

- Nurtured and encouraged at home:
- Inspired and motivated by learning
- Safe and secure in the community
- Living healthy and fulfilled lives

The 14+ Strategy responds principally to Priority 7 of the Kent CYPP. As a sub-group of the Kent Children's Trust Board, the Kent 14+ Strategic Forum will lead and manage the 14+ Strategy and its implementation.

2.5 THE KENT 14+ STRATEGIC FORUM AND THE LOCAL AUTHORITY

2.5.1 Partnership working is at the heart of 14+ reform and Kent's 14-19 Partnership brings together the providers and strategic bodies crucial to the reform agenda. It operates at county and local level, through the Kent 14+ Strategic Forum and Local 14+ Planning Forums respectively. The wide-ranging membership includes Schools, FE Colleges, Work-Based Learning Providers, Higher Education Institutions, Employers, Education Business Partnerships, the Local Authority (LA), Connexions and LSC Kent and Medway.

2.5.2 The role of the Kent 14+ Strategic Forum is to provide direction and leadership to the management of 14+ Reform and to oversee the progress made by Local Planning Forums in its implementation. The Local 14+ Planning Forums are responsible for the strategic implementation of 14+ reform in their localities, based on a robust knowledge and understanding of local need. The relationship between the county 14+ Partnership and the local groups is dynamic, enabling strategic priorities to be identified and co-ordinated implementation plans to be developed and progress monitored. The membership of the Kent 14+ Strategic Forum includes the Chairs of each of the nine Local Planning Forums; the links are further managed by the 14+ Local Impact Group, comprising the Local Forums' Coordinators who play a key role in translating strategic intention into operation and ensuring that strategic direction is informed by local experience.

2.5.3 As part of the reform, the LA has new 14+ responsibilities and statutory accountabilities, including services for impartial IAG, meeting the entitlement to a broad curriculum including Diplomas and Apprenticeships, Raising the Participation Age and managing services to deliver Employer Engagement and Work-Related Learning. The statutory responsibility for these areas rests with the LA who also has a duty to promote co-operation with 'relevant partners' through the Children's Trust and the 14-19 Partnership³.

³ Schools and Colleges are now statutory 'relevant partners' within Children's Trust (Children, Skills and Learning Bill, 2009), giving them a stronger voice and influence over strategic planning. The recommended model is 14+ Partnership as sub-group of a Children's Trust Board and a 14+ representative on Schools Funding Forum – all in place in Kent.

2.5.6 Within the Local Authority, 14+ Reform is led by the 14-24 Innovation Unit, whose role includes ensuring coherent and co-ordinated approaches within the LA and with key partners.

2.6 THE NATIONAL CONTEXT: THE REFORM PROGRAMME AND ITS OBJECTIVES

The national programme has three key goals which are captured in the Government's Public Service Agreement (PSAs):

- To ensure that all young people participate until at least their 18th birthday – in education and training that stretches and challenges them to achieve their potential and go on to further or higher education or skilled employment.
- To give young people the knowledge and skills that employers and the economy need to prosper in the 21st century.
- To close the achievement gap so that all have an equal opportunity to succeed, irrespective of gender, race, disability or background.

The national reform programme has established key targets and milestones with the following principal initiatives to be implemented:

- The September Guarantee for all 16 and 17yr olds from 2008
- The Foundation Learning Tier from 2010
- An Apprenticeship entitlement for all suitably qualified young people from 2013
- The Diploma entitlement from 2013
- Raising the Participation Age in education and training to 17 from 2013 and to 18 from 2015

3. **KENT 14+ STRATEGIC AIMS**

The Kent 14+ Strategy establishes the following core aims which will guide our work, acting as fixed points of reference in a fast-moving programme of reform. The Kent 14+ Strategic Forum and its Local Planning Forums will ensure that young people in Kent can:

- i. **Access a broad and inclusive 14+ Curriculum Framework comprising high quality provision which engages them and equips them with the skills, knowledge and aspirations for progression into employment and higher levels of learning**
- ii. **Choose and access an appropriate programme of study from an offer delivered collaboratively by education providers and partners in their locality, and which builds on the strengths of individual providers**
- iii. **Access full and up-to-date information and impartial advice and guidance to support their learning choices, life choices and to plan their progression and career options.**
- iv. **Receive effective, targeted support at the earliest opportunity to support their continued participation in learning and to prevent disengagement**
- v. **Participate in learning in which work-related learning is fully embedded, enabling them to gain experience and understanding of industry sectors, to develop enterprise skills and to prepare for employment**
- vi. **Progress to the highest levels of learning appropriate to their skills, potential and aspirations irrespective of their social or economic circumstances**

The following sections set out our corresponding strategic priorities and what we plan to do to achieve them.

1 - Develop a broad and inclusive Kent 14+ Curriculum Framework offering high quality provision which engages young people and equips them with the skills and knowledge to support progression into employment and higher levels of learning.

Why is this important to us?

- Standards of attainment and rates of participation continue to rise in Key Stages 3 – 5 in Kent; we are committed to further improvement. Every young person should be able to access the learning the suits them in the area they live.
- The national reform programme includes the introduction of new qualifications (Diplomas, Functional Skills) and new frameworks (Foundation Learning Tier) as well as changes to existing qualifications (GCSEs and A-levels) and a greater emphasis on Apprenticeships. We are committed to ensuring that in Kent we develop a coherent 14+ framework for learning which has clear pathways offering choice to students and clarity to parents.
- We have already developed a comprehensive vocational programme with high quality facilities, which is still expanding and which has achieved positive outcomes for young people – we want to see high quality vocational qualifications retained within the 14+ framework.

What are we going to do?

- Make sure that all qualifications undertaken by our young people have clear and accessible progression routes.
- Give young people a much greater choice in Apprenticeships by increasing their availability across the County and within vocational areas.
- Develop a more inclusive and appropriate curriculum for learners that are unable to access Level 2 qualifications by supporting the introduction of the Foundation Learning Tier.
- Enable young people to develop, through the curriculum, the functional and personal, learning and thinking skills sought by employers and Higher Education.
- Ensure that learners with special needs are given every opportunity to access the full range of provision to enable their development and progression.
- Develop the capacity to analyse and plan the 14+ curriculum offer in an area to ensure that it meets the needs of young people.

How will we know we've succeeded?

- Every Planning Forum have embedded a process for reviewing and planning the curriculum offer in their area, ensuring that it offers appropriate breadth, choice and progression across all pathways.
- The process of commissioning post-16 provision is informed by priorities for local development as identified by Planning Forums as an outcome of their curriculum planning.
- Area targets for attainment, participation and progression are jointly set and progressed by each Planning Forum.

The 14+ Partnership will contribute to Kent Children's Trust's progress towards the following National Indicators:

- NI 78 Achievement of 5 or more A*-C grades at GCSE or equivalent including Maths and English
- NI 79 Achievement of a Level 2 qualification by age 17
- NI 80 Achievement of a Level 3 qualification by age 19
- NI 90 Take up of 14+ learning Diplomas
- NI 91 Participation of 17 year olds in education and training
- NI 162 Learners achieving an Entry L3 qualification in numeracy

2 - Build effective 14+ partnerships (working through the nine 14+ Planning Forums and the Kent Strategic Forum) with productive collaborative arrangements in place and the capacity plan provision to meet the needs of all learners in their locality

Why is this important to us?

- Collaboration between providers – schools, FE Colleges, HE Institutions, Work-Based Learning providers, Voluntary Sector Organisations. This is essential for the delivery of a broad and inclusive curriculum offer. We intend to invest in building the capacity of providers to work collaboratively to deliver the reform agenda and offer the entitlement to learners.
- Young people will have a much greater breadth of choice for courses if providers collaborate.
- Young people will benefit from a greater range of expertise through collaborative provision.
- Education providers also need to work in partnership with agencies responsible for delivering specialist services through the Children’s Trust arrangements to ensure that a holistic approach is developed towards improving young people’s outcomes.

What are we going to do?

- Develop quality assurance between partners – with robust QA comes the confidence and willingness to collaborate.
- Facilitate joined up working between the 14+ Local Planning Forums and the Local Children’s Service Partnerships within the Children’s Trust arrangements.
- Make sure our workforce is equipped with the skills needed for collaborative delivery across a broad range of provision and our collaborative structures have the capacity to manage the complexities of collaboration.

How will we know we’ve succeeded?

- Each Planning Forum has a robust 14+ Plan which identifies local priorities for development and a process for setting targets, agreeing actions and monitoring progress and which includes a plans for developing the workforce.
- Each Planning Forum has a coherent organisational structure and clear roles and responsibilities within it that secure their capacity to co-ordinate and manage planning and implementation.

3 - Ensure that all learners have access to impartial information, advice and guidance to gain an understanding of their learning preferences and of their career routes.
--

Why is this important to us?

- The reformed curriculum will present young people with a significantly wider range of choices to make regarding their chosen pathways. Therefore robust IAG will be essential to ensure appropriate choices are made and to support learner success.
- Easier access to more comprehensive IAG will remove barriers to learners progressing and help increase participation.
- We want to make sure that young people are being given realistic and practical information about the kinds of jobs and careers that are available in the areas where they want to work.
- We want young people to receive appropriate IAG at the right time for them, not when it is convenient to deliver.

What are we going to do?

- Give learners every opportunity to experience a wide range of activities that will help raise their career aspirations, whilst giving them the skills necessary for successful employment or higher learning.
- We will develop the Area Prospectus and Common Application Process so that they become valuable and intuitive tools for our learners.
- We will make sure that comprehensive careers education begins as early as Year 7.
- Work with employers and Sector Skills Councils and other partners to make sure that Labour Market Information is available and accessible. This will enable learners to make personal choices, partnerships to inform curriculum planning and assist teachers and careers guidance professionals in delivering up-to-date IAG services.
- Disseminate best practice, provide high quality resources and train our workforce to ensure that they are equipped to deliver high quality guidance.
- Fully exploit the potential of work-related learning to support learners in making informed choices about courses and employment.
- Ensure that young people access careers education within the wider offer of Information, Advice & Guidance that encompasses health and wellbeing.

How will we know we've succeeded?

- All providers and Local Planning Forums have evidence to show that they meet the 12 National Quality Standards for IAG.
- All Planning Forums can demonstrate positive feedback from the Pupil Survey on the quality of careers education, information advice and guidance and work-related learning.
- Analysis of learner applications, retention and success shows evidence of appropriate choices.

4 - Improve participation in 14+ learning, by ensuring effective targeted provision for young people who are disengaged or at risk of becoming disengaged

Why is this important to us?

- We want every young person in Kent to feel engaged in their learning by providing this through the most appropriate setting.
- We want to prevent those at greatest risk from disengaging in order to give them every opportunity to acquire the skills essential for adulthood.
- Those who are Not in Education, Employment or Training (NEET) are far more likely to experience protracted health and financial problems.
- Every young person should feel like they are a part of their community and want to make a positive contribution.

What are we going to do?

- Develop the broad, inclusive curriculum framework which will reduce the risk of disengagement pre-16 and thus prevent young people from becoming NEET.
- Where young people do become NEET, we will support their rapid progression into employment, education or training through effective and targeted re-engagement strategies.
- Identify what causes barriers to learning for different vulnerable groups of young people, and address these through new provision or engagement activities.
- We will support schools and partnerships to identify vulnerable learners at the earliest stage to prevent disengagement and to plan and deliver targeted support and learning opportunities, encouraging providers to engage with Targeted Youth Support practices where appropriate.
- Between our partners and providers we will ensure that there are appropriate and timely re-engagement activities and programmes for those who have become NEET.
- We will make sure that every 16 and 17 year old in Kent receives and offer of education, training or employment under the September Guarantee initiative.

How will we know we've succeeded?

- Targets for participation of young people between ages 16 and 18 are set and met in all Planning Forums areas. The September Guarantee is met for 100% of learners in every Planning Forum.
- Targets for the reduction in NEETs are set and met in each Planning Forum area.
- Each Planning Forum offers a curriculum that is broad and inclusive and which meets the needs of young people who are at risk of disengaging from education and learning.
- All Special Schools and post-16 providers are fully engaged in Planning Forums and plans take full account of the needs of vulnerable learners.
- Each Planning Forum undertakes effective joint planning with LCSPs to achieve a joined-up approach to providing vulnerable young people and their families with appropriate learning opportunities and the support necessary to access them.

The 14+ Partnership will contribute to Kent Children's Trust's progress towards the following National Indicator:

NI 117 16-18 yr olds who are not in education, employment or training

5 - Develop effective partnerships with employers to embed industry practice within curriculum design and delivery and to build pathways for learners to move into employment

Why is this important to us?

- Genuine engagement with employers is critical to successfully delivering a fit for purpose curriculum.
- We need to be able to prepare young people for the world of work, and need the knowledge and experience of employers to do this.
- Because we realise that it's not just what employers can do for education, but what we can do for employers – we want to develop two-way relationships where we can offer services to employers in return for their contribution to provision delivery.
- Many employers genuinely want to engage with education but do not know how – we need to make it easy for them.
- Employers state that we haven't got the right skills in Kent – we need to work with employers to ensure that we equip their future workforce with the right skills.

What are we going to do?

- We will give employers a voice within our 14+ partnerships to ensure that provision addresses local skills needs.
- Our curriculum design and delivery will be shaped by employers to ensure that it is industry-relevant and provides effective work related learning and careers guidance.
- We will explore different ways of collaborating with industry partners to expand the types of vocational experiences available for young people.
- We will work with employers at a local level to explore how education providers can be of service to businesses to foster mutually beneficial education/business relationships.
- We will develop innovative ways of giving learners experiences of work, so that they can learn 'about work, through work and for work'.

How will we know we've succeeded?

- All Planning Forums have effective mechanisms for engaging with employers and Education Business Partnership Organisations (EBPOs), including a plan which identifies priorities linked to the curriculum.
- All Planning Forums can demonstrate positive feedback from the Pupil Survey on the quality of work-related and enterprise learning.
- Each Planning Forum has the capacity to select from a range of strategies for offering learners experiences of work that are personalised to the individual learner's needs.

See the 'Kent 14+ Work-Related Learning Strategy' for detailed success measures.

6 - Ensure that young people can progress to the highest levels of learning appropriate to their skills, potential and aspirations, irrespective of their personal, social or economic circumstances

Why is this important to us?

- Raising the aspirations of our learners is key to their success.
- There is progress needed in reducing the attainment gap (between those who are in lower socio-economic groups and those who are not).
- Kent's economy needs highly-skilled and employees. Achieving higher levels of learning, whether academic or vocational will unlock more opportunities for young people.
- Widening participation in Higher Education will contribute to reducing the social and economic gap.

What are we going to do?

- Increase the number of young people who access and complete Higher Education learning.
- Ensure that there are clear progression routes from Level 3 into Higher Education.
- Identify areas of low participation in Higher Education, investigate the barriers and utilise appropriate widening participation activities to address the issues.
- Develop an inclusive 14+ curriculum which meets the needs of all learners and which will support progression.
- Target support for those young people who are economically or socially disadvantaged, offering support for learning and encouragement to aim high.

How will we know we've succeeded?

- Each Planning Forum has an up-to-date analysis of priorities for improvement in progression and actions embedded within their 14+ Plan.
- Higher Education Institutions are fully engaged in each Planning Forum, contributing to planning and development of progression pathways and support.
- Young people who require targeted support to promote progression are identified and can access specific services in each Planning Forum.

The 14+ Partnership will contribute to Kent Children's Trust's progress towards the following National Indicators:

NI 106 Young people from low income backgrounds progressing to higher education

NI 81 Inequality gap in the achievement of a Level 2 qualification by the age of 17

NI 82 Inequality gap in the achievement of a Level 3 qualification by the age of 19

4. STRATEGIC OBJECTIVES

Achieving the entitlement for 14+ year olds requires a focus on three core areas of activity:

- Curriculum Development
- Student Support
- Building Capacity

Located within each area is a set of Strategic Objectives – these underpin the priorities for the Kent 14+ Strategic Forum over the life of the Strategy.

4.1 CURRICULUM DEVELOPMENT

Links to Strategic Aims 1 and 5

- 4.1.1 Ensure that 14+ qualifications are offered within a coherent Curriculum Framework and that all pathways are available to all young people. Specifically to:
- a Offer a range of high quality sector-specific vocational qualifications and pathways
 - b To achieve the entitlement to Apprenticeships, increasing the number of young people who are able to access an Apprenticeship pathway
 - c Achieve the Diploma entitlement to 17 lines of learning by 2013
 - d Achieve the entitlement to Foundation Learning Tier by 2010
 - e Introduce Functional Skills Qualifications
 - f Introduce a Kent Graduation Award for all Kent learners
- 4.1.2 Embed a robust area curriculum planning process which is based on analysis of current and future local need and which leads to the identification of local strategic commissioning priorities for all 14+ provision, including 16-19 provision and re-engagement provision.
- 4.1.3 Assure the quality of 14+ provision and its positive impact on attainment, participation and progression.

4.2 STUDENT SUPPORT

Links to Strategic Aims 3, 4, and 6

- 4.2.1 Develop a coherent offer of provision to prevent disengagement from learning pre-16 and to re-engage young people who have become NEET post-16
- 4.2.2 Ensure that all young people receive the highest quality of work-related learning, careers education, information, advice and guidance within a coherent framework which meets national standards and local need.
- 4.2.3 Ensure that vulnerable young people receive targeted support, information, advice and guidance necessary to promote their engagement with learning and to support them in accessing provision and in being motivated to learn.

4.3 INFRASTRUCTURE DEVELOPMENT

Links to Strategic Aim 2

- 4.3.1 Build the capacity of Local 14+ Planning Forums to work effectively and collaboratively and to be inclusive of all providers, including selective and special schools, employers, Higher Education Institutions and voluntary sector organisations.
- 4.3.2 Ensure that opportunities for capital investment and facilities development are aligned to the priorities and needs identified in the 14+ Plan, taking account of planned provision, learner numbers and travel to learn patterns.
- 4.3.3 Develop coherent strategies to prepare for the rise in the age of participation (RPA) between 2013 and 2015
- 4.3.4 Secure effective partnerships with employers to support the delivery of work-related learning, to prepare young people for work and develop the skills and attributes required by industry, to promote economic regeneration.
- 4.3.5 Ensure that the 14+ workforce is equipped to deliver high quality provision across all pathways of the 14+ Curriculum Framework
- 4.3.6 Ensure that learners are able to access the entitlement, minimising barriers to access including transport, developing access to resources, including blended delivery models.
- 4.3.7 Ensure that strategic plans, provision and services are informed by the views of learners.
- 4.3.8 Ensure that strategic decisions are informed by robust analysis of appropriate data.

5. MONITORING THE 14+ Strategy

The 14+ Reform Agenda is wide-ranging and rapidly developing. To balance the need to establish core priorities, targets and key actions with the need for flexibility and responsiveness to change, the 14+ Strategy will be underpinned by a series of detailed Action Plans to set out its implementation. The 14+ Strategy covers the period 2009-2013, with an interim review scheduled for 2011. Learner Voice will be captured through the existing and new mechanisms and will be reviewed alongside the indicators.

The Kent 14+ Strategic Forum will review its performance against the strategy and its plans annually, reporting progress against qualitative and quantitative indicators at county-level and in each Planning Forum. The quantitative indicators include the National Indicators established by DCSF to review the progress of 14+ Partnerships. Data to review progress against these indicators will be provided at county level and for each Local 14+ Planning Forum area. A set of qualitative indicators provide a framework for reviewing progress and will be reviewed at county level by the Kent 14+ Strategic Forum and by each Local 14+ Planning Forum.

The information collected through this review process will also be used to report progress to the DCSF as well as to report to the Kent Children's Trust in line with its reporting cycle.