

DRAFT v0.1 FOR PRACTITIONER TESTING — NOT FOR CIRCULATION

Practitioner testing feedback form

For practitioners testing the five KCSIE 2026 implementation resources. Test whether each resource can be used in practice, then record specific changes needed before release.

This testing process and all questions are **GOOD PRACTICE**. Use a fictional example or an anonymised process; do not enter identifiable pupil or family information.

Record	Complete or give a secure record reference
Reviewer and setting	[Name optional; role; school phase; setting type; trust experience; date]
Version and testing method	[Resource name(s), version/date; desktop review / practical walkthrough / team discussion; approximate time spent]

1 Try the resources

Record one result per resource: usable / usable with changes / could not complete / not tested. Note where you paused, needed advice or interpreted wording in more than one way.

Resource and practical task	Result, time and main difficulty
Individual decision record Use a fictional request to record the child's and parents' views, evidence, decision, reasons, communication and review. Can you distinguish a confidence from a request and locate the safeguarding exception before parental contact?	[Result; minutes; section/page; difficulty]
Governor/trustee assurance Prepare a fictional meeting entry. Record evidence, identify a gap and assign an owner and deadline. Is assurance possible without disclosing case details?	[Result; minutes; section/page; difficulty]
Start Here guide Plan the first steps for your setting. Can you identify the right resource, owner and school choices without reading the whole pack first?	[Result; minutes; step; difficulty]
Parent/outcome communications Complete one fictional message. Can you tell what to replace, what to remove and what must match the actual decision? Check that no outcome or deadline is accidentally promised.	[Result; minutes; template; difficulty]
MAT tracker and assurance Enter fictional school returns, evidence and an outstanding action. Can the trust see the gap, responsible person and closure evidence? For Excel, test status dropdowns and incomplete evidence.	[Result; minutes; page or sheet/cell; difficulty]

2 Record what needs to change

Use a separate row for each issue. Priority: blocking = prevents reliable use; important = needs revision; minor = clarity or layout improvement. These are review priorities, not guidance labels.

Location and priority	Problem and practical consequence	Suggested change / evidence
[Resource; page/section or sheet/cell; priority]	[What happened; why it matters]	[Proposed wording or change; source reference if relevant]
[Resource; page/section or sheet/cell; priority]	[What happened; why it matters]	[Proposed wording or change; source reference if relevant]
[Resource; page/section or sheet/cell; priority]	[What happened; why it matters]	[Proposed wording or change; source reference if relevant]

3 Check clarity and source treatment

Record	Complete or give a secure record reference
Labels and terminology	[Are MUST, SHOULD, STATED and GOOD PRACTICE distinct? Are school/trust choices clear? Identify any statement whose wording or citation needs checking.]
Practical completeness	[Missing steps, fields, responsibilities or review arrangements; anything that duplicates work unnecessarily]
Layout and accessibility	[Readable print/screen layout; sufficient editable space; awkward page breaks; confusing tables or instructions]

4 Overall recommendation

Record	Complete or give a secure record reference
Readiness for further testing	[Ready for wider testing / revise then retest / substantial rework needed; reasons; the three most important changes]
Follow-up permission	[May the editor contact you? Yes/no; optional preferred contact. Do not publish my name or comments without separate agreement.]

A favourable review does not constitute policy adoption or legal approval. Keep draft status until the release decision is made.
GOOD PRACTICE