

HOME EDUCATION DOCUMENTATION

Annual Education Evidence Report

England & Wales . Section 7, Education Act 1996

THIS PACK CONTAINS TWO VERSIONS

Blank template . Complete for your own child.

Completed example . Fictional family, showing what a finished report looks like.

SECTIONS

- | | |
|---|---|
| 1 Family Details | 2 Educational Approach |
| 3 Subjects and Areas of Learning | 4 Progress and Achievements |
| 5 Learning Environment and Resources | 6 Special Educational Needs |
| 7 Plans for the Coming Year | 8 Evidence Available and Declaration |

ANNUAL EDUCATION EVIDENCE REPORT

What this document is

This report documents the home education provided for the child named on the following pages. It is intended to demonstrate that a suitable education is being provided under Section 7 of the Education Act 1996. It may be shared with a local authority if requested, retained for your own records, or used as a basis for an annual review of your provision.

What it is not

This document is a practical tool for your own record-keeping. It is not a school report, and it does not need to be submitted to anyone unless you choose to share it.

How to use this document

Complete each section at the end of your academic year. Be honest and specific — vague entries are less useful than concrete ones. Include what worked, what you changed, and what you plan to do differently. You do not need to prove excellence. You need to show that your child's education is suitable for their age, ability and aptitude.

This pack contains two versions. The blank template starts on the next page. The completed example follows, showing what a finished report looks like for a fictional family.

You do not qualify in home-educating until your children age out of home education. Trust the process.

SECTION 1

Family Details

Child's full name _____

Date of birth _____

Age at start of period _____

Parent / carer name(s) _____

Address _____

Local authority area _____

Period covered _____

Previous LA contact _____

NOTES

SECTION 2

Overview of Educational Approach

Describe your overall approach to home education this year. Include: your general philosophy or method (structured, semi-structured, autonomous, eclectic), how your day or week is typically organised, and any significant changes from previous years. Be specific rather than general.

LEARNING STYLE NOTES

How does your child learn best? What have you noticed about their strengths, preferences and any particular approaches that work well for them?

SECTION 4

Progress and Achievements

Record progress made this year. Be specific: what can your child do now that they could not do at the start of the year? Include achievements, challenges overcome, and areas still developing.

Literacy / English

Numeracy / Maths

Science

Humanities

Creative subjects

Physical / practical

SECTION 4 (continued)

Social / emotional

Other

SECTION 5

Learning Environment and Resources

Where does learning take place?

What resources do you use?

Peers and social opportunities

SECTION 6

Special Educational Needs

Does your child have an EHCP?

If yes: describe how the EHCP is being maintained, what provision is in place, and any LA or specialist involvement.

SECTION 7

Plans for the Coming Year

Subjects and areas to be covered

Changes to approach or structure

Qualifications being worked toward

Anything else

SECTION 8

Evidence Available and Declaration

Tick all that apply. You do not need to provide these documents — this is a record of what exists.

EVIDENCE TYPE	NOTES / DESCRIPTION
<input type="checkbox"/> Written work / workbooks	<i>exercise books, worksheets, essays</i>
<input type="checkbox"/> Projects and reports	<i>longer pieces of work</i>
<input type="checkbox"/> Art and creative work	<i>portfolio, sketchbook, creative projects</i>
<input type="checkbox"/> Photographs of activities	<i>trips, experiments, events, work in progress</i>
<input type="checkbox"/> Online course records	<i>completion certificates, progress logs</i>
<input type="checkbox"/> Reading logs	<i>books read, annotations, reading tracker</i>
<input type="checkbox"/> External class or tutor records	<i>attendance, progress notes</i>
<input type="checkbox"/> Assessment results	<i>tests, entrance exams, SAT equivalents</i>
<input type="checkbox"/> Other	

DECLARATION

I confirm that the information in this report is accurate and reflects the home education provision made for the child named above during the period stated.

Yours sincerely,

Signature

Full name (printed)

Date

COMPLETED EXAMPLE — FICTIONAL FAMILY

Annual Education Evidence Report

Maya Rose Thornton . Prepared by Sarah Thornton . Academic Year 2024-25

SECTION 1 — FAMILY DETAILS

Child's full name	Maya Rose Thornton
Date of birth	14 March 2013
Age at start of period	11
Parent / carer name(s)	Sarah Thornton
Address	14 Elm Grove, Shrewsbury, Shropshire, SY4 2BN
Local authority area	Shropshire Council
Period covered	September 2024 – July 2025
Previous LA contact	October 2023 — informal visit, no concerns raised

SECTION 2 — EDUCATIONAL APPROACH

Our approach is semi-structured and interest-led. Maya works best in the mornings, so core subjects — maths, English and science — are scheduled 9am–12.30pm, four days a week. Afternoons are used for project work, reading, creative subjects and physical activity. Fridays are reserved for interest-led study, where Maya chooses what to explore. We use a mix of structured textbooks for maths and science, and a discussion-based, reading-heavy approach for humanities and English.

LEARNING STYLE NOTES

Maya is a strong reader and processes ideas best through discussion. She benefits from being given reasons and context before engaging with new material. Timed tasks and test conditions cause significant anxiety — assessments are informal and ongoing. She works well independently once a task is understood.

COMPLETED EXAMPLE — FICTIONAL FAMILY**SECTION 3 — SUBJECTS AND AREAS OF LEARNING**

SUBJECT	APPROACH	RESOURCES / MATERIALS	HRS/WK
Maths	Structured, textbook-led	CGP KS3 Maths, Khan Academy	4-5 hrs
English	Discussion, reading, writing	Wide reading list, essay work	4-5 hrs
Science	Textbook + experiments	CGP KS3 Science, practicals	3 hrs
History	Project-based, reading-led	Library books, BBC docs, primary sources	2 hrs
Geography	Interest-led + structured	Maps, current events, BBC Geography	1-2 hrs
French	Online course + conversation	Duolingo, Language Gym	2-3 hrs
Art	Practical, self-directed	Art supplies, YouTube, gallery visits	2 hrs
Music	Instrument practice	Guitar — self-taught with online support	3 hrs

Additional learning areas:

Weekly home-ed group (social learning, group projects, peer discussion). Fortnightly museum and gallery visits. Weekly swimming. Weekly drama club. Regular outdoor and nature-based activities.

COMPLETED EXAMPLE — FICTIONAL FAMILY**SECTION 4 — PROGRESS AND ACHIEVEMENTS****Literacy / English**

24 books read across fiction, non-fiction and biography. Now writes fluent structured essays (600–800 words) with minimal support. Completed a 3,000-word self-directed research project on the women's suffrage movement.

Numeracy / Maths

Completed CGP KS3 Year 7 and Year 8 books; began Year 9 content in summer term. Confident with fractions, algebra foundations and geometry. Percentages in real-world contexts still developing — to revisit next term.

Science

Completed KS3 biology module and first half of chemistry. Eight structured home experiments with written observations. Strong interest expressed in pursuing biology further.

Humanities

Year-long Ancient Rome project — 15-page illustrated report. First World War unit (spring). Modern geography incl. climate change (summer).

Creative subjects

Guitar: beginner to intermediate — plays simple pieces from notation. Art portfolio: 12 completed pieces including observational drawing and watercolour. Drama: joined local production as a named cast member.

Physical / practical

Weekly swimming. Regular outdoor activities. Drama production rehearsals.

Social / emotional

Home-ed group participation strong. Initiated own research topics independently. Managed anxiety around new activities with improved strategies.

COMPLETED EXAMPLE — FICTIONAL FAMILY**SECTION 5 — LEARNING ENVIRONMENT AND RESOURCES****Where does learning take place?**

Primarily at home in a dedicated study space. Local library (weekly), Shrewsbury Museum and Art Gallery (fortnightly), and outdoor settings for science and geography fieldwork.

What resources do you use?

CGP KS3 textbooks (maths, science, English); structured reading list; Khan Academy; Language Gym (French); BBC Bitesize; YouTube tutorials; local library digital resources.

Peers and social opportunities

Wednesday home-ed group (approx. 10 learners, ages 9-14) — group projects, debates. Weekly swimming class. Drama club. Informal peer group through a local nature club.

SECTION 6 — SPECIAL EDUCATIONAL NEEDS

Not applicable — Maya does not have identified SEN. Maya does experience anxiety in test conditions; this is managed through informal assessment and documented above under Learning Style Notes.

COMPLETED EXAMPLE — FICTIONAL FAMILY**SECTION 7 — PLANS FOR THE COMING YEAR****Subjects and areas to be covered**

Broadly KS3 / early KS4 across all core subjects. GCSE preparation begins in maths and English. French continues. History and science to be supported by Interhigh evening classes (provisional). PSHE introduced formally. Art and music continue. New ecology / environmental science strand added in response to Maya's growing interest in marine biology.

Changes to approach or structure

More structured GCSE-style written work in English and maths from autumn term. Otherwise structure remains broadly the same.

Qualifications being worked toward

GCSE Maths — target sitting summer 2027. GCSE English Language — target sitting summer 2027. Early entry for maths under consideration if progress continues at current rate.

SECTION 8 — EVIDENCE AVAILABLE

Tick all that apply.

✓	Written work / workbooks	<i>Maths workbooks, CGP exercise books, essay folder</i>
✓	Projects and reports	<i>Roman Empire project (15pp), WWI unit, geography project</i>
✓	Art and creative work	<i>Portfolio of 12 completed pieces</i>
✓	Photographs of activities	<i>Field trips, home experiments, drama production</i>
✓	Online course records	<i>Khan Academy progress reports, Language Gym log</i>
✓	Reading logs	<i>Annotated reading tracker and full book list 2024-25</i>
n/a	External class or tutor records	<i>Not applicable this year</i>
n/a	Assessment results	<i>Not applicable this year</i>
✓	Other	<i>Drama club programme (Maya listed as named cast member)</i>

COMPLETED EXAMPLE — FICTIONAL FAMILY**DECLARATION**

I confirm that the information in this report is accurate and reflects the home education provision made for the child named above during the period stated.

Yours sincerely,

S. Thornton

Sarah Thornton

Signature

Full name (printed)

31 July 2025

Date