

STEER Tracking to Support 16+ Transition, Attendance and Retention

Setting Information Sheet

Overview

We are looking for sixth form colleges and secondary schools with sixth forms to take part in a pilot evaluation of Steer Education's STEER Tracking to support 16+ Transition, Attendance and Retention.

STEER Education is partnering with the Education Endowment Foundation (EEF) and IFF Research to evaluate the programme, which aims to reduce the risks of disengagement and absenteeism through termly online assessment and targeted feedback, direct to each learner and their pastoral tutor.

STEER Tracking will train and equip pastoral tutors to identify vulnerable learners early, and provide proactive, personalised support through their everyday interactions. This is a powerful CPD opportunity which enables pastoral tutors to build strong relationships with their learners as they transition from Year 11 into Year 12, giving each learner the right support at the right time to secure their school belonging - without any cost to the setting.

Who is running the project?

STEER Education have been working with settings in the UK for over 10 years. They provide settings with an online learner assessment, tutor dashboard and action planning toolkit to support data-driven, proactive, and targeted pastoral care. IFF Research is an independent social research organisation. They will be independently evaluating the impact of STEER Tracking for 16+ learners.

What does the programme involve?

- Each setting will appoint an internal STEER Lead to lead the programme. The STEER Lead in each setting will be the key contact, working with IFF to support the evaluation process and commit to engaging staff in the training, as well as the evaluation activities.
- They will be trained, coached and guided throughout the programme by their STEER School Manager in 3 x 45-minute virtual meetings at the start, middle and end of the programme.
- STEER Lead and Y12 pastoral tutors will complete the STEER online training programme [6 modules: 90 minutes].
- Each term, in September, January and May, Y12 learners will complete a 10-minute online wellbeing assessment in their pastoral tutor lessons. The assessment measures how each learner steers four factors foundational to their learning, relationships and mental health.
- After each assessment, both learners and their pastoral tutors will receive direct personalised feedback, so they can work together to reduce learner wellbeing risks before they impact engagement and attendance.
- Each term [x3 within the programme] immediately after assessment completion, learners will receive personalised email feedback, in a pastoral tutor lesson. The feedback focuses on one area of the assessment, highlighting their strengths and offering practical ways to improve their learning, relationships and mental health. They reflect and decide how to act on the feedback, guided by their pastoral tutor.
- Each term [x3 within the programme], the STEER Manager will lead a 60-minute online action planning workshop, attended by Y12 pastoral tutors. Pastoral tutors see which learners have been flagged as vulnerable, indicating early wellbeing risks. They use the STEER action planning toolkit to target support for vulnerable learners, delivered through their everyday tutor<>learner interactions.
- The impact of learner action plans is measured by the next round of assessment.

Eligibility and Readiness Criteria

- Be a state-maintained school-based sixth form, or sixth form college.
- Be based in England.
- Have pastoral tutors who meet with their learners regularly, with responsibility for tracking their learners' wellbeing, engagement and attendance, and tailoring proactive pastoral support when needed.
- Not participate in the following EEF 16-19 programme: Vocabulary Mastery for GCSE English resits with Nelson and Colne College Group.
- Meet the readiness requirements to implement the programme, such as a need to improve attendance and engagement, strategic leadership alignment, CPD capacity, technical/digital resources. For further information, see [STEER Readiness Criteria](#).

How does the pilot work?

The purpose of the pilot is to evaluate the potential of STEER Tracking to support 16+ learners' transition, attendance and retention. The evaluation will be carried out by IFF Research.

The evaluation activities will include:

- Interviews with STEER school leads (at recruitment phase and then termly).
- Short online survey with STEER leads and pastoral tutors (three rounds).
- Two rounds of semi-structured follow-up interviews (with 10 STEER leads and 10 participating pastoral tutors).
- Short online survey of learners (two rounds).
- Optional: Case studies with six providers (two one-day visits per provider): interview with the Pastoral Lead; a mini-group or paired interviews with 4 pastoral tutors; collection/ review of secondary data (e.g. examples of anonymised Action Plans); and mini-groups with 3-5 learners.

What are the benefits of participating?

- Hear every learner's voice each term, building a social-emotional data narrative for each learner.
- Flag learners with hidden or emerging risks.
- Equip pastoral tutors with proactive targeted strategies to support vulnerable learners, before risks escalate and impact attendance.
- Measure what impact the setting has on each learner from baseline to end-of-year assessment.
- Enable termly personalised feedback direct to all 16+ learners to support their learning, relationships and mental health, without any additional workload for staff.
- Contribute to the education evidence base, aiming to improve outcomes for all 16+ learners.
- Free access to the STEER Tracking platform and support programme (usual cost between £3,000 - £10,000 depending on Sixth Form size).
- Settings participating in the case studies will receive £200 each and learners who participate in mini-group interviews will receive £20.

Are there any costs involved?

There are no financial costs associated with this programme. Settings will need to allocate CPD and curriculum time to ensure the programme is delivered as intended.

How will data be used?

IFF Research and the project partners will treat all data securely, confidentially and in accordance with data protection law. Personal data will be collected and used to conduct the evaluation. At the end of the project, pseudonymised quantitative data will be shared for archiving and further research. Your setting, staff and learners will not be identified in any report arising from the research. At this point, STEER will be a data controller. Your learners' raw assessment data scores will be fully anonymised, aggregated and used for statistical or scientific research purposes.

In addition, all qualitative data will be fully anonymised prior to analysis and reporting. Any identifying characteristics relating to individual learners, staff, or settings will be removed, and no names or other identifying information will be used in reports, publications, or outputs arising from the research. Qualitative findings will be presented in an aggregated or anonymised form to ensure that individuals and settings cannot be identified.

For further information, see the privacy notices for the evaluation:

[STEER Tracking to Support 16+ Transition, Attendance and Retention pilot - Staff survey privacy notice](#)

[STEER Tracking to Support 16+ Transition, Attendance and Retention pilot - Staff interviews privacy notice](#)

Timeline

Expression of Interest opening date	February 2026
STEER programme information webinars for interested settings	March- April 2026
Expression of Interest closing date	May 2026
MOU to be signed	March- July 2025
STEER Tracking onboarding	May- July 2026
STEER Tracking training	September 2026
STEER Tracking programme delivery	September 2026- June 2027
Baseline survey	September 2026
Endline survey	June 2027

Next Steps

To express your interest in participating, complete the Expression of Interest Form where you will:

- Provide key information about your school or college;
- Indicate your readiness to participate in the pilot study of STEER Tracking;
- Indicate your availability to join an introductory webinar providing detailed information on what the programme will entail;
- Agree to be contacted by a member of the STEER delivery team to follow up your interest.

This is a unique chance to proactively track and improve learner mental health, attendance, and social-emotional skills while contributing to a major research initiative.

Further Information



For further information related to the programme, contact Olivia@steer.global

To find out more about what STEER does, visit www.steer.global



Contact IFF STEER_pilot_evaluation@iffresearch.com with questions related to the evaluation.