



## Governor Visit Record

<b>Date</b>	24 <sup>th</sup> May 2021	<b>Governors</b>	Jonathan Brown/ Lisa Robson
<b>Links with School Development Plan 2020-21</b>			
<b>School targets 2020-2021 – Quality of education.</b>			
A creative, ambitious curriculum gives learners the knowledge and skills they need for their next steps.			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
The design of the school curriculum and how this is monitored to ensure it meets the needs of all learners.			
<b>Governor Observations and Comments</b>			
<ul style="list-style-type: none"> <li>○ Karen and Patrick talked extensively about the work that has been involved over the past few months to ensure that Cleaswell have a responsive curriculum to meet the needs of all their learners whose needs vary greatly.</li> <li>○ The curriculum now consists of 3 pathways to learning. These pathways run throughout each phase from Phase 1 up to Phase 6. The pathways, the Engagement curriculum, the Core curriculum and the Extended curriculum are distinct but intertwined. <ul style="list-style-type: none"> <li>- <b>Engagement</b> - Pupils’ not accessing subject specific study with an individual focus on personal targets within their PLIM (Personal Learning Intervention Map).</li> <li>- <b>Core</b> - Pupils working below age expected standards accessing subject specific study through project-based learning.</li> <li>- <b>Extended</b> – pupils working below age expected standards accessing subject specific study through linear, discrete subject teaching.</li> </ul> </li> <li>○ Through using these three pathways, the school ensures it is teaching the full range of subjects from the National Curriculum however, this is contextualised allowing space and time for the careful integration of autism specific approaches with a strong focus on communication, interaction and regulation and with therapies and interventions embedded. The result is a learner driven curriculum with starting points based on strengths and needs of each individual.</li> <li>○ Project based learning is prevalent in the Core pathway which supports deeper learning and understanding. Teachers produce half-termly medium-term plans in the Core and Extended pathways. Learning outcomes are planned alongside IASEND assessment targets to allow teachers to track coverage and plan themes based around next step targets for the individuals within the class. These medium-term plans are unlikely to be reused in subsequent years like they would often be reused in mainstream schools due to the varying and differing needs of the individuals in each class group year on year.</li> <li>○ In the Extended pathway, individuals study stand-alone subjects but move through the National Curriculum at a much slower speed of mainstreamed schools.</li> </ul>			

- Pupil progress is continually monitored through formative and summative assessment.
- Cherry Garden, MAPP, IASEND and PSHEE tracker are the assessment systems used.
- PLIMS continue to be working documents for all children across the school.
- The assessments provide an evidence base to acknowledge achievements by pupils and track progress systematically. Termly progress sheets summarise a child's holistic progress.
- Any gaps in progress triggers a deep dive and revision of either academic or therapeutic provision for the individual child.
  
- The school has a detailed curriculum policy in place which highlights curriculum intentions, assessment methods within each pathway and expectations.
- There is also a curriculum progression model outlining curriculum intent, implementation and impact, assessment pathways and approaches to learning in each pathway as well as a curriculum action plan for each pathway detailing what the deep dive should entail, actions, timeframes, who is responsible and what the impact will be.

Governors also asked about:

How the extended curriculum incorporates the subject concepts in the aims and purpose of the national curriculum? (facts, knowledge and vocab are already included).

What are the key strategies for helping children to remember more of the subject content?

We also discussed the primacy of phonics and strategies to promote a love of reading and to put books and key texts at the heart of the curriculum?

The above are key drivers in many Ofsted discussions around curriculum design.

### **Plans for Follow-up Visit**

We agreed to explore phonics and reading strategies and promote a clear articulation of these key drivers for all stakeholders as part of future meetings.

**Date reviewed at FGB 8<sup>th</sup> June 2021**