



Governor Visit Record

Date	9 th November 2021	Governors	Lisa Robson / Tim Chrisp
Links with School Development Plan 2021-22			
<p>Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</p> <ul style="list-style-type: none"> • Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners • Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers • Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning to all contexts 			
Scope of visit / Breadth of visit Scrutiny			
To evidence sequential learning and how a child's understanding and knowledge develops throughout their journey here at Cleaswell.			
Governor Observations and Comments			
<p>There has been extensive work undertaken to ensure that Cleaswell has a responsive curriculum to meet the needs of all their learners whose needs vary greatly. Cleaswell have achieved this by developing three curriculum pathways, each pathway offering a sequential, progressive curriculum.</p> <p>Lisa, Tim and Patrick met to discuss the Core pathway curriculum and how this looks and progresses throughout the school.</p> <p>Within the Core pathway, pupils follow a broad and balanced curriculum at a pre-National Curriculum standard - pupils access subject specific study through project-based learning. English and Maths are taught discreetly and other subjects are taught as part of a theme often with an end goal such as a trip. These themes are very much skill-based learning with knowledge and understanding embedded where it can be. PLIM targets (individual, smart targets from EHCPs) are very prevalent throughout the pathway and these continue to be assessed termly. There is a very high need for therapeutic input within the pathway with TAs/ therapy assistants moving around the classrooms to deliver this therapy.</p> <p>The staff team have set out the 3 Is for the Core pathway (intent, implementation and impact). There are clear outcomes at the end of the pathway with the hope the pupils can develop functional skills and move onto further education through Buzz learning/ Tyne Met college for examples. Staff working within the pathway have a clear understanding of what the curriculum intent is, how this will be achieved and what the end goals are that the pathway is working towards. Subject leaders are also confident to talk about how their subject looks within the Core pathway and progressively throughout the classes and phrases.</p> <p>Staff have worked together to produce the Core pathway flow document which shows how the curriculum progresses throughout the phases, what the aims are within each phase and</p>			

individual class, clearly explaining what the learning looks like, how functional skills are developed, the approaches used and how the impact is measured.

On our learning walk throughout the pathway, the progression was very clear to see with younger pupils taking part in very hands-on practical learning such as sequencing story boards on a one to one ratio or role-playing stories moving to more formal learning as we moved up through the phases. Some classroom layouts are designed to allow for both those pupils ready for more formal learning as well as those still needing very hands-on, practical activities. Most classrooms had small break-out rooms/areas for regulation activities throughout the day.

Patrick also explained that because the needs of the pupils vary greatly throughout the school, that some pupil's profiles are described as 'spikey' meaning that some pupils may be working between two pathways. For example, a pupil may be following a Core-Engagement pathway which allows pupils to access some English, Maths and PSHE subject specific learning whilst continuing to follow an Engagement pathway for other areas. Likewise, on the other side of the pathway, some pupils may follow a Core-Extended route where pupils can access the National Curriculum for one or more subjects but follow the Core pathway for others. This tailors the curriculum to the individual pupil whilst providing high expectations and challenge and being mindful of what pupils can achieve post-16.

Issues to be raised with the Full Governing Body (if any)

Plans for Follow-up Visit

Date reviewed at FGB