



### Governor Visit Record

Date	11/11/21	Governors	Cathryn Hill, Maureen Spence
Objectives for visit			
<p>To observe the new Extended curriculum/assessment pathway in order to evidence sequential learning and how a child's understanding and knowledge develops throughout their journey at Cleaswell.</p>			
Links with School Development Plan 2021-22			
<b>Quality of Education</b>			
<p><b>Quality of education standards are exceeded as a result of strategic and highly co-ordinated approaches to teaching and learning</b></p> <p>Carefully designed curriculum underpinned by evidence-based pedagogy optimises personalised approaches to learning delivered by outstanding practitioners</p> <p>Fit for purpose assessment data and tracking systems that quantifies evidence of an outstanding provision and is continually benchmarked against other outstanding providers</p> <p>Therapeutic approaches and strategies are integrated within planning and the curriculum, which optimises pupil progress and the generalisation of learning to all contexts</p>			
Background preparation			

Both Governors read the Extended pathway Curriculum & Assessment rationale document.

### Scope of visit / Breadth of visit Scrutiny

Our visit took place during the morning session whilst Maths was timetabled across the whole school. We had a brief discussion with Julie prior to starting our walk around the classrooms. Julie explained that prior to COVID students had been split by ability over the whole school. During COVID students were placed in phase bubbles and staff had preferred this way of teaching therefore the Maths groups remained grouped by phase.

We commenced our walkaround in the 6th form block and then worked backwards down to the younger year groups. In the 6th form class students were divided into 2 groups, one Functional Skills (FS) group working at Level1 and the other a GCSE group. There was also one FS pupil working independently with the support of a 1 to 1 helper. The classroom had a busy vibrant feel as the students worked on their tasks. The GCSE group were doing mathematical equations whilst the FS group had a more hands on approach looking at shapes.

As we worked our way around each class we saw evidence that the children were engaged in their learning in many different ways. We saw group work taking place around the board in one class where students had small white boards on which to write their answers. In other classes there was a more practical approach where the students had to walk around to find and answer questions which were placed around the school building. The questions were not written in a traditional mathematical style but had a story theme to them in order to capture the students imagination whilst discreetly teaching them Mathematics at the same time.

Julie explained that the curriculum and assessment pathways link with the PLIMS targets. She also explained that it is envisaged that students may move from one pathway to another as they progress through the school. The pathway they are currently on can change depending upon their own personal learning.

The visit was really informative and it was interesting to see the different approaches taken when teaching Maths. Many thanks to the teachers for allowing us to visit their classes and thank you to Julie for arranging our visit and taking the time out of her busy schedule to talk with us.

Governor Observations and Comments

- All students were actively engaged in learning.
- There was evidence of discrete mathematical learning taught in a cross-curricular way
- Evidence of different teaching approaches

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

None

Plans for Follow-up Visit

None planned.

Date reviewed at FGB

23rd November 2021