



Governor Visit Record

Date	18 th October 2022	Governors	Lisa Robson
Links with School Development Plan 2022-23			
School targets 2022-2023 – Quality of Education.			
Scope of visit / Breadth of visit Scrutiny			
To meet with Emma Dunn/ Helen Moulton to explore Reading and Communication developments in school.			
Governor Observations and Comments			
<p>Emma and Helen have continued to develop reading and communication across the three pathways in school.</p> <p>The school's progression model for English, Literacy and Communication is updated and shows the progression of all aspects of English in each of the three discrete pathways (Engagement, Core and Extended). All phase staff have been involved in its development, are aware of the journey throughout each pathway and their end goals. There is also a detailed school policy for English, Literacy and Communication available to staff, parents and all stakeholders.</p> <p>Reading in Engagement pathway focusses on using symbols and ensuring the students are understanding these / getting out into the community and allowing students to use their symbols in real-life situations.</p> <p>The schools communication progression document feeds into the Engagement Framework. Students are set targets/ progressive outcomes which form their individual PLIMs as their main curriculum, pinpointing specific communication needs for individuals.</p> <p>Since January 2022, school have been using Essential Letters and Sounds phonics programme. Each class in the Core and Extended pathways have a discrete phonics lesson as well as their literacy and communication lesson each day.</p> <p>Phase One students and some of the younger students in the Core pathway, have a phonics lesson and an additional Launchpad to Literacy session. Launchpad is used for those who are not ready to access the phonics sounds yet.</p> <p>Students accessing Essential Letters and Sounds are assessed termly. Since the introduction of the phonics scheme, sixty students have been identified as making good progress within this. If progress has not been seen, this is where Launchpad is being used.</p> <p>Using Launchpad helps to provide a rationale for why a student may not be able to access the phonics programme by identifying what it is that is preventing this.</p>			

Initially Helen has carried out the assessments and analysed data and progress but now this is being carried out by individual teachers who are using this to plan their own in-class interventions. Helen has now become an ELS trainer in other schools.

In Phase One, staff and a working party of staff from Engagement and Core pathways, are developing a Launchpad assessment tool that can be used as a tool to maintain coverage in the curriculum.

Within Phase Five, students within the Core pathway work towards a pre-entry English qualification (reading and writing). Within the Extended pathway, children are accessing the National Curriculum and work towards an AQA GCSE Entry-Level Silver or Gold over two years. This is both English literature and English language. By doing this over two years, school are seeing better progress and more positive results.

The school reading scheme is linked to the Essential Letters and Sounds programme to ensure students are always reading decodable books at their phonic ability. Reading decodable text helps students build fluency and gain confidence as they become proficient with word-level reading.

As well as the ELS reading programme, school are exploring a reading scheme for those older students where progress hasn't been seen within ELS and where these students find it more beneficial to develop sight/ functional reading.

School are also exploring some non-written writing output programmes for students who find writing difficult, to still be able to compose writing. These include Clicker Drag and Dictate, Talk to Write and a newer programme called Calligifro.

School also continues to support other schools and settings holistically across county, supporting phonics and pre-phonics covering Makaton, PECs and total communication.

Next steps:

- Trial written output – reporting to Juliet and making a whole school decision as to where to go with it.
- Continue to develop Launchpad to Literacy and its assessment.
- Stretching and challenging within the Engagement pathway.
- Metacognitive research around revision including pupil voice.

Plans for Follow-up Visit

Date reviewed at FGB