

## Governor Visit Record

<b>Date</b>	7 <sup>th</sup> May 2024	<b>Governors</b>	Katie Kelly/Lisa Robson
<b>Links with School Development Plan 2023-24</b>			
<b>School targets 2023-2024 – Quality of Education</b>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
Core Pathway curriculum, design and assessment.			
<b>Governor Observations and Comments</b>			
<p>Katie and Lisa met with Jenny Smith to discuss the Core Pathway Curriculum in school. Rachel Howitt joined at the start of the meeting to discuss communication and the development of Universal Core Boards.</p> <p>From September 2024, a revised curriculum has been implemented across the Core Pathway with subject leads across school being fully involved of its design.</p> <p>Long-term planning documents have been updated with a 3-year rolling programme ensuring that subject topics will not be covered more than once by any pupil within the Pathway and Phase. The topics have been designed so that topics change within the 3-year cycle but that identified subject key skills are revisited regularly.</p> <p>Subject specific key skills identified show clear progression throughout the Phases.</p> <p>Subject assessment documents have been developed by subject leads which are linked to key skills drawn from the National Curriculum as well as integrated therapy skills. If pupils are not ready to access the skills from the NC, pupils are assessed using the 'Launching into Skills' documents. Pupils are assessed termly and from the data captures, next steps or gaps in learning can be identified for individual pupils. Opportunities and activities are then planned into the next topics to ensure these skills are revisited and interventions can be implemented for further support.</p> <p>Knowledge organisers have been created prior to each topic. These identify key learning and vocabulary as well as integrated therapy skills builder ideas. The therapy team have worked alongside subject leads to integrate the correct therapy into topics and to ensure that this also progresses throughout the topics and Phases.</p> <p>Knowledge organisers are uploaded onto the school website and parents are directed to these so that they can have a secure knowledge of what their child is learning within their topic and allowing for further interests to be explored outside of school.</p> <p>Subject leads have ensured knowledge organisers, long-term schemes of work and assessment documents are all linked. Throughout the academic year, allocated staff meeting times have allowed for subject leads to work together to ensure the proformas are consistent across all subjects and Phases.</p> <p>There is a staff SharePoint file accessible by all staff with all subject documents. Staff have reported that this is easy to use and that they can find all resources needed</p>			

quickly and easily. This is very useful for times when classes are being covered by other staff.

Alongside each topic there is a Spiritual, Moral, Social and Cultural and Fundamental British Values document (SMSC & FBV) which highlights clearly which of these are covered within the topic and how.

PLIMs have been developed which now show suggested provision towards meeting/supporting short term outcomes, this provision is linked to the curriculum where possible.

#### Communication – Universal Core Boards.

Universal Core Boards have been implemented across school for communication and to support subject specific vocabulary. Core Boards contain symbols representing high frequency words and Fringe Boards contain symbols representing subject specific/ activity specific words. These are used in all pathways, with symbols being used for the majority of Core and Extended Pathways these are symbols and for some students in the Engagement Pathway these are represented using photos.

The boards start at Stage 1 and there is progression to Stage 5.

The symbols are always placed in the same position across the Core boards regardless of the stage. This ensures familiarity and builds confidence allowing the learners to progress throughout the stages. There is one system across school, which is used successfully in the classroom and during therapy sessions. Boards are being positioned in all areas of school so they can support pupils out of the classroom if dysregulated as the students are familiar with the structure of the boards and the symbols. Vinyls are being developed to extend the use of the boards outdoors for playground areas allowing adults to be able to model symbols and language in all areas.

A selection of staff across school trialled the boards throughout the spring term and feedback was sought. From feedback, the design was changed slightly to allow them to align more closely to communication books in terms of layout. There was very positive feedback from staff and they are now being championed across school by these members of staff. Most staff are now using the boards and from September 2024, all staff will be using them.

#### **Next steps:**

- Moderation of Foundation subjects across the pathway.
- Ensure there are Knowledge Organisers for all topics and that these are uploaded onto the school website for parents.
- Develop Fringe boards for all topics.

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

#### **Date reviewed at FGB**

