

### Governor Visit Record

<b>Date</b>	October 24	<b>Governors</b>	P Ford-Hutchinson, C Hill
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>To understand how summative and formative assessment is used effectively to support student progress.</li> <li>To understand how assessment data is used to inform decisions around curriculum planning and teaching strategies.</li> <li>To understand how leaders ensure consistency with assessment practices across the range of cohorts in school.</li> </ul>			
<b>Links with School Development Plan</b>			
<p><b>Whole school targets</b></p> <p>Setting the highest professional standards of effective performance and provision so that every child is experiencing excellence every day.</p> <p>Continuous investment in professional development and learning advances staff skills, promoting outstanding pedagogy</p>			
<b>Background preparation</b>			
<ul style="list-style-type: none"> <li>- Discussion with head teacher (partner school input)</li> <li>- Read through website</li> <li>- Previous governor visits 23-24</li> </ul>			
<b>Scope of visit / Breadth of visit Scrutiny</b>			
Discussion took place with David Evans (Assessment Lead) and Karyn McMahon (Deputy Head)			
<b>Issues to be raised with the Full Governing Body (if any)</b>			
<p>The assessment lead discussed how the development of systems forms part of Cleaswell Hill's five-year strategy. It is planned that the new system will enable highly targeted support to be implemented, including specialist assistance from the therapy team. One outcome of streamlining systems is to allow teachers to dedicate more time and energy to planning creative and engaging learning opportunities, which, in turn, ensures that pupils make expected progress or, in some cases, exceed expectations.</p> <p>All class leads now use inserts within pupils' books that have broken down the Spiralised approach to assessment (depth of learning) into seven levels rather than five. This allows pupils to revisit and become proficient in key skills, helping them develop independence in line with their individual needs. Progress sheets have now been digitised through Microsoft Excel, enabling the creation of radar graphs that highlight students' strengths and areas for development within the curriculum. This facilitates open discussions with school staff, learners, and their families, helping to choose future pathways as students progress through their educational journey. The electronic progress sheet also includes space for interventions to be recorded, which can be quickly cross-referenced with the radar graph to ensure that targeted interventions are focused in the correct areas. This is especially important at Cleaswell Hill, as many students have spiky profiles due to the complexity of their</p>			

needs. In core subjects—Maths, English, and Science—the subject strands have been broken to be developed in order for students to make progress within the curriculum.

Progress towards EHCP targets continues to be monitored through PLIM (Personal Learning Intention Maps), which are based on the four areas of need outlined in the EHCP. By tracking progress within each area of need, it is possible to identify where specialist therapeutic interventions are required, particularly in relation to Communication and Interaction, Physical and Sensory needs, and Social, Emotional, and Mental Health.

If a child is not making expected progress within the curriculum or through their PLIM, a triangulation sheet is completed. This is now done electronically, streamlining the process for class leads and making it easier to monitor cohorts and curriculum areas, as results are filtered into spreadsheets that can be analysed.

The most complex pupils at Cleaswell Hill follow the Engagement and Engagement Plus pathways. Due to the nature of these pupils' presentations, a lateral progress tracking system is used, which is linked to MAPP. In this system, the independence, fluency, maintenance, and generalisation of a target are measured on a 10-point scale. This enables the monitoring of even the smallest steps in progress or the maintenance of a skill. The targets within this area of the school are linked to the child's EHCP and typically align with those on the PLIM. Using the MAPP system allows staff to determine whether a student is struggling with any particular aspect of target development, whether it be independence, fluency, maintenance, or generalisation. There was some discussion regarding the suitability of incorporating SMART targets into this lateral progress measurement system, as this could prove difficult for staff to measure accurately.

Future developments within the assessment system at Cleaswell Hill include further enhancing the computer-based system, considering the use of pass/fail indicators in qualification tracking, further developing and embedding the MAPP system, and collaborating with other local special schools to share, compare, update, and moderate best practices.

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

Visit in spring or summer term to focus on;

- Seeing assessment practices being used within the classroom environment.
- Discussion with classrooms leads to understand how assessment practices are impacting on teaching and learning.
- Investigate the suitability of SMART PLIM targets within the MAPP assessment system.

**Date reviewed at FGB**