

Governor Monitoring Visit Record

Date	5.11.25	Governors	Patrick Ford-Hutchinson and Cathryn Hill
Objectives			
To evaluate the significant changes made to the delivery of Foundation Subjects within the Core Pathway, with a focus on understanding their implementation, impact, and alignment with whole-school curriculum priorities.			
Links with School Development Plan			
<p>Links to Goals and Year 3 plan:</p> <p>Cleaswell is outstanding, pioneering provision as it has developed groundbreaking approaches and resources to improve to the highest standard, maximising the quality of life of their children, young people, families and staff.</p> <p>Cleaswell's approach to researching best practice outcomes and promoting an enquiry-based culture, to grow and develop leaders results in the school being an inspirational centre of excellence. This approach remains key to success in all areas of school improvement.</p> <p>Children receiving excellent learning opportunities every day drives design and delivery of a responsive, connected subject curriculum, built on National Curriculum expectations with 'launching into' bridging the learning gaps for those learners not yet able to access Y1.</p>			
Background preparation			
<p>Previous governor meetings – June 2025</p> <p>Headteacher's report – June 2025</p> <p>Previous governor monitoring visits – Maths November 2024 / PE June 2025</p> <p>SIP reports – Summer 2025</p> <p>Whole School Targets – Autumn 2025</p>			
Scope of visit			
<p>Discussion: <i>Face to face with Karyn McMahon and Jenny Smith</i></p> <p>Curriculum Documents:</p> <ul style="list-style-type: none"> <i>Junior and Senior core pathway foundation curriculum framework (yearly long-term plan)</i> <i>Foundation curriculum map (used to assess and shows the stages with 6 steps in each)</i> <i>Me and my community - being me - content (example planning form)</i> 			

Governor observations and comments

Overview of Recent Changes

- Significant changes have been introduced to the Core Pathway curriculum and assessment processes.
- These changes are new for the 2025–2026 academic year, meaning the approach is still in its early stages and will require time to mature.
- The developments are based on triangulated evidence, including:
 - Pupil progress data
 - Teacher feedback
 - Observations of pupil engagement

Rationale for Change

- Data demonstrated that many pupils within the Core Pathway were not making the anticipated progress.
- Discrete Foundation Subjects were not effectively meeting pupils' needs.
- Long-term schemes of work and teacher knowledge organisers were heavily knowledge-based and did not focus sufficiently on the specific skills pupils require to be ready for the next stage of their education.
- The changing needs of the school cohort have altered pathway composition:
 - Pupils who would previously have been in the Engagement Pathway are now in the Core Pathway.
 - Historically Core Pathway pupils are now more suited to the Extended Pathway.
- Under the previous assessment system, pupils in the Core Pathway often reached Year 1 National Curriculum but made limited progress beyond that point.

Research and Curriculum Development

- Leaders have explored cognitive-science approaches, including Cognitive Load Theory, to inform curriculum design.
- Practice from other schools, including the EQUALS curriculum, has been analysed.
- This research has supported the development of a practical, long-term plan focused on key life skills rather than an over-emphasis on knowledge acquisition.
- Pupils within the pathway need opportunities to develop functional and practical skills to support future independence and success.

New Curriculum Framework

- The revised curriculum is now structured into Core Junior and Core Senior, ensuring it is both sequential and age appropriate.
- Foundation Subjects are now integrated into broader topic areas:

Junior Topics:

- Me and My Community
- My Experience in the Natural World
- Preparing for a Connected World

Senior Topics:

- Belonging and Beyond
- Our World Through Time
- Education for a Connected World

- Teachers use a skills map for each half-term, detailing progression across key areas up to Years 10/11, at which point pupils transition to a Preparing for Adulthood curriculum.
- Pupils who meet all Core Pathway standards will have opportunities to access Extended Pathway subject-specific learning.
- Pupils in the Core Pathway continue to receive discrete teaching in English and Maths.

Planning and Assessment Tools

- Teachers have access to a planning tool aligned with the new long-term plan.
- As the curriculum becomes further embedded, the Earwig assessment tool will be used alongside the MAPP framework.
- MAPP will track small steps of progress in:
 - Independence
 - Fluency
 - Maintenance
 - Generalisation
- The curriculum sits below the National Curriculum and is influenced by the Cherry Garden framework.

Pupil Grouping and Pedagogy

- Groupings within the Core Pathway are based on robust evidence, considering what is and is not working for each pupil.
- Class pedagogy is matched carefully to pupil needs.
- Classes remain inclusive: pupils are not moved between Junior and Senior solely on the basis of age, but according to a holistic understanding of their developmental stage and needs.

Early Impact

- Teachers report feeling energised by the new curriculum approach.
- Workload has been reduced due to clearer structure and planning tools.
- Pupils are demonstrating improved engagement with learning.

Impact/Next steps

Impact

- Improved teacher confidence: Teachers report feeling energised by the clearer curriculum structure and purposeful approach to skills-based learning.
- Reduced workload: The new planning tools and streamlined long-term plan have made preparation more manageable and coherent.
- Greater pupil engagement: Early observations show pupils responding more positively to functional, meaningful learning experiences.
- Better alignment to pupil needs: The curriculum now reflects the developmental needs of Core Pathway pupils rather than relying on a knowledge-heavy model that did not match learners' profiles.
- More appropriate class groupings: Holistic evidence-based grouping has resulted in more inclusive and suitable learning environments.
- Stronger progression model: The introduction of Core Junior and Core Senior provides a clearer, sequential pathway that supports long-term skill development.

Next Steps

- Embed the curriculum fully:
 - Ensure consistent delivery across all classes within the Core Pathway.
 - Provide ongoing CPD to deepen teacher understanding of the skills-based approach.
- Strengthen assessment processes:
 - Fully implement Earwig to capture meaningful evidence of progress.
 - Integrate MAPP systematically to track small-step progress in independence, fluency, maintenance and generalisation.
 - Use data to inform curriculum refinement and target-setting.
- Further monitor implementation:
 - Conduct learning visits across multiple classrooms to ensure implementation of the new curriculum framework.
 - Gather further pupil voice (engagement profiles) to evaluate engagement and the relevance of functional skills learning.
- Develop wider consistency:
 - Share best practice across staff teams.
 - Strengthen alignment with supporting frameworks such as extended curriculum and Prep for Adulthood

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

Evidence of Teaching and Learning Quality

- Following three governor visits focused on curriculum developments in Maths, PE and the Core Pathway, it is now important to begin gathering concrete evidence of the quality of teaching and learning across these areas.

Alignment with Ofsted Expectations

- The new Ofsted framework places increased emphasis on extended time in classrooms and sampling pupils' experiences to understand typical provision. How will the school ensure this approach is reflected in monitoring activities?

Transition Between Core Junior and Core Senior

- Are pupils transitioning at the appropriate time between Core Junior and Core Senior?
- What triangulated evidence (data, observation, professional judgement) supports these decisions?

Breadth and Depth of the Curriculum

- Does grouping Foundation Subjects risk narrowing the curriculum?
- Has the curriculum become overly PSHE-heavy, and could this limit pupils' access to broader experiences?

Curriculum Ambition and Progression

- Is the revised Core Pathway curriculum and assessment framework clearly mapped to the Extended Pathway to ensure ambition, stretch and challenge?
- Is progression fluid enough to meet individual needs and enable pupils to move seamlessly when ready?

Plans for follow-up visit

Spring 2026:

Review the recent changes to assessment processes, including the move to Earwig,

Evaluate the extent to which the new system is providing useful and meaningful information to inform curriculum planning and pupil progress monitoring.

Observe and review evidence of the implementation of these curriculum and assessment changes across a range of classrooms within the Core Pathway.

Date reviewed at FGB