



Whole School Implementation Plan - Achievement

Ensure pupils achieve highly positive outcomes through secure foundational knowledge, personalised progress tracking and preparation for future education, training, or employment

Challenges & Context

- Diverse and complex cohort. 262 pupils aged 5-18 years.
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- Non-linear progress which requires bespoke assessment and achievement tracking.
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- Need for consistent high-quality learning opportunities and readiness for next phase of education
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- Staff require time and tools to reflect on pupil progress and adapt teaching
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- Baselines from previous learning to be considered
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- Teacher workload must remain manageable
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- Plotting route/destination for individuals, without a glass ceiling, to maximise optimal outcomes

Intent

- To embed achievement-focused culture across all pathways
- Refine assessment systems to better capture progress from starting points
- Strengthen links between EHCP outcomes, curriculum and achievement
- Promote high expectations
- Encourage pupil ownership of learning
- Parent/carers and agencies involved in target setting at annual review meetings
- Remove unnecessary data collection for foundation subjects, to enable increased focus on planning and teaching exciting curriculum content across the 3-year plan
- Celebrate success

Implementation

- Pilot new assessment system, Earwig, to incorporate enhanced frameworks for non-linear progress
- Staff professional development on interpreting progress data, target setting and effective use of formative assessment
- Provide opportunity for pupils to reflect on own progress and personal goal setting
- Curriculum content links to EHCP and preparation for adulthood goals
- Strengthen internal moderation and comparative judgement process
- Use achievement data to inform teaching, interventions and strategic planning
- Vocational experiences eg. café enterprise, enhance life skills and aspirations
- Capture progress in areas, for eg. enrichment passports, duke of Edinburgh, volunteering etc



Phase Implementation

In the table below, discuss how you plan to execute your campaign on a digital landscape strategically.

Phase	Actions	Leads	Impact
Junior Engagement/E+	<p>Embed a consistent, individual development assessment tracker to enable staff to accurately capture, monitor, and respond to each pupil's developmental progress, ensuring personalised learning is clearly understood and effectively planned for.</p> <p>Ensure the Engagement Model is fully understood and embedded across the curriculum through the development tracker and detailed engagement profiles, enabling pupils to build secure foundations in exploration, anticipation, persistence, initiation, and realisation.</p> <p>Ensure all staff use consistent communication systems (core words, AAC, communication books/PECs books, objects of reference, intensive interaction) to build foundational communication.</p> <p>Map out non-negotiable foundational skills for Engagement Pathway learners (e.g., joint attention, sensory regulation, early problem-solving, early communication).</p> <p>Hold half-termly (fortnightly at first to establish) progress reviews (phase leader, teacher/class lead, therapy team) to adjust provision responsively.</p> <p>Ensure staff use consistent de-escalation strategies to support challenging behaviours.</p> <p>Build staff expertise through modelling, coaching, peer</p>	<p>SO/HmC/ED/AA/JR/RH/JW</p> <p>SO/ED/RH/JR</p> <p>SO/RH</p> <p>SO/HMc/AA</p> <p>SO/TG/VW/LF/MC</p> <p>JB/CG/SO class staff</p>	<p>Staff gain a precise understanding of each pupil's developmental stage and next steps. Learning is more personalised, ensuring pupils access teaching that matches their developmental needs. Leaders can monitor progress patterns across classes and intervene early where needed.</p> <p>Pupils develop secure foundations in the five engagement areas, improving readiness to learn. Staff can identify what motivates each pupil and adapt teaching to maximise engagement.</p> <p>Pupils experience consistent communication opportunities across the day, reducing frustration and anxiety.</p> <p>Staff have clarity on essential developmental priorities, ensuring consistency across classes.</p> <p>Provision is adjusted quickly and responsively, preventing pupils from stagnating. Teachers, therapists, and leaders share a unified understanding of each pupil's needs.</p> <p>Pupils experience predictable, calm responses that reduce anxiety and prevent escalation. Staff feel more confident managing challenging or rigid behaviours</p>

	<p>observation, and reflective practice.</p> <p>Develop therapeutic curriculum strands (e.g., food exploration, hygiene, sensory cooking, movement programmes).</p>	<p>SO/HMc/AA/ ED/JR/class leads</p> <p>Engagement phase and Pathway leads, therapy team</p>	<p>Teaching quality becomes more consistent across the school.</p> <p>Pupils develop essential life skills that support independence and preparation for adulthood. Therapies become embedded into daily routines rather than isolated sessions.</p>
Senior Engagement/E+	<p>Implement the OCR Life and Living Skills Accreditation for Learners - year 10+ and embed areas of learning with the curriculum</p> <p>Review assessment framework for assessing small steps targets of progress</p> <p>Work in partnership with parents using the AET progression framework to jointly set and review priority targets</p> <p>Transition Event supports parental understanding of the social care landscape for post 16/18 complex learners.</p> <p>On an individual basis, learners partake in visits to suitable social care day centre provisions to assess student's response to them and assess suitability as part of transition of post 18 provision planning.</p>	<p>Beth Blaxall</p> <p>Engagement leads and Assessment Lead</p> <p>Engagement leads and Class Staff</p> <p>Beth Blaxall / Charlotte Calcutt</p> <p>Engagement Leads / Class Staff</p>	<p>Clear foundation for curriculum that matches the age and stage of learners providing opportunity to recognise and celebrate the small steps of skills based achievement.</p> <p>Assessment is simple, meaningful and more effectively informs next steps of learning in a timely and responsive way. Small steps of progress towards targets is more effectively captured enabling clear communication of learning journey.</p> <p>Parents and School have a closer working partnership in learner across home and school that accelerates progress across the 4/5 long term EHCP target areas.</p> <p>Parents are equipped with the knowledge and understanding of the post 16/18 social care options to confidently advocate for their child and have a firm plan in place for adulthood for their child at the earliest P4A stages.</p> <p>Learner voice is given through observation assessments of response to accessing social care provision so that they can be involved in decision regarding their</p>
Core	Provide opportunities for students	HM/ SS/ JS/	Students develop greater

to select topics, activities, or enrichment experiences that align with their interests and aspirations.

Embed pupil voice in curriculum planning.

Incorporate high expectations for all learners with differentiated support to ensure accessibility.

Include real-world applications and cross-curricular links to deepen understanding and engagement.

Establish regular moderation sessions to ensure consistency in assessment judgments.

Develop use of enrichment passport to record participation in extracurricular activities and ensure equity across the pathway.

Celebrate achievements through assemblies, certificates etc to reinforce motivation.

Ensure targets reflect individual starting points and progression.

Provide clear explanations of priority targets and how they support long-term outcomes.

Work in partnership with parents using the AET progression framework to jointly set and review priority targets

CC

engagement and motivation.

Pupil voice is embedded in curriculum planning, leading to a more responsive and inclusive curriculum.

High expectations combined with differentiated support ensure equitable access, resulting in improved progress for all learners.

Real-world applications and cross-curricular links help students deepen understanding, apply learning in meaningful contexts, and develop transferable skills.

Regular moderation sessions lead to consistent and reliable assessment judgments, improving accuracy and fairness in reporting progress.

The enrichment passport provides a clear record of participation, ensuring equity across pathways and promoting holistic development beyond academics.

Celebrating achievements through assemblies and certificates reinforces positive behavior, motivation, and self-esteem, creating a culture of success.

Targets that reflect individual starting points and progression ensure personalised learning, enabling students to make measurable, incremental progress.

Clear explanations of priority targets help students and parents understand the purpose of learning goals, fostering shared responsibility for progress.

Junior Extended	<p>Engage in new assessment system and how to incorporate enhanced frameworks for non-linear progress.</p> <p>Provide opportunity for pupils to reflect on own progress and personal goal setting.</p> <p>Establish half-termly progress review meetings with phase leader, teacher, and therapy team.</p> <p>Create moderation opportunities with colleagues to ensure consistency in assessment judgements.</p> <p>Ensure curriculum content links to EHCP and preparation for adulthood goals.</p> <p>Begin building independence skills that will support transition to Senior Extended phase.</p> <p>Develop use of enrichment passport to record participation in extracurricular activities and ensure equity across the phase.</p> <p>Embed pupil voice in curriculum planning.</p>	<p>JW/Class leads</p> <p>JW/Class leads/TAs</p> <p>JW/Class leads</p> <p>JW/Class leads/staff team/SLT</p> <p>JW/Class leads/CC</p> <p>JW/Class leads</p> <p>JW/Class leads/JS</p> <p>JW/Class leads/JS</p>	<p>Leaders can monitor progress patterns across classes and intervene early where needed.</p> <p>Self-reflection supports the development of metacognitive skills, helping pupils understand what they need to do to improve.</p> <p>Strengthened internal moderation through linked teachers guarantees accurate and fair grading, improving academic standards and confidence in outcomes. Regular moderation sessions lead to consistent and reliable assessment judgments, improving accuracy and fairness in reporting progress.</p> <p>Pupils experience teaching that directly addresses their individual needs and long-term outcomes, ensuring education is purposeful and meaningful.</p> <p>Early focus on independence reduces anxiety around transition and ensures pupils are better prepared for the increased expectations of the next phase.</p> <p>All pupils have access to a broad range of experiences that develop social skills, confidence, and cultural capital.</p> <p>When pupils have input into what and how they learn, engagement and motivation increase significantly.</p>
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<p>Senior Extended</p>	<p>Establish comprehensive assessment framework and use the data meaningfully.</p> <p>Develop vocational curriculum offer and enhance knowledge of this across the phase. Liaise with Appleby Centre to highlight good practice.</p> <p>Strengthen understanding of qualification pathway and engage in discussions with 'linked teacher' for specific subjects.</p> <p>Enhance Preparation for Adulthood provision and develop understanding of this curriculum.</p> <p>Prepare children for post 16 education before transition to the Appleby Centre.</p> <p>Celebrate achievements and build realistic aspirations.</p> <p>Embed pupil voice and choice into the curriculum offer.</p>	<p>JW/Class leads</p> <p>JW/CC/Class leads</p> <p>JW/Class leads/CC/Appleby staff</p> <p>JW/Class leads/CC</p> <p>JW/Class leads/CC</p> <p>Phase staff</p> <p>JW/Class leads/JS</p>	<p>Assessment is simple, meaningful and more effectively informs next steps of learning in a timely and responsive way.</p> <p>Students are empowered to make informed choices about vocational options, fostering independence and ambition.</p> <p>Staff develop expertise in specific qualification routes, becoming subject specialists who can support colleagues and ensure consistency.</p> <p>Students benefit from authentic experiences and specialist support aligned with PfA outcomes.</p> <p>Pupils experience a smooth, well-planned transition that reduces anxiety and builds excitement about the next phase.</p> <p>Pupils develop a growth mindset, understanding that effort and progress are valued and recognised.</p> <p>When pupils have meaningful input into their learning, engagement and motivation increase significantly, leading to improved attendance, behaviour, and progress.</p>
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<p>Extended (Appleby)</p>	<p>Students are supported to make choices around their vocational options to enhance life skills and aspirations.</p> <p>Ensure student choice and ambition drive participation.</p> <p>Offer a comprehensive range of qualifications, from Entry Level 1 to</p>	<p>CC / JB</p>	<p>Students are empowered to make informed choices about vocational options, fostering independence and ambition.</p> <p>Increased engagement and motivation as learners see a clear link between their studies and future goals.</p>
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GCSE, helping learners achieve their goals and plan for the future.

Ensure the curriculum offer is ambitious and enables students to gain achievements in vocational areas, including Duke of Edinburgh, Performing Arts, Catering and Horticulture.

Strengthen internal moderation by identifying 'linked teachers' across subjects to ensure optimal academic achievement.

Maintain and strengthen external links to support achievements within Preparation for Adulthood, such as partnerships with Independent Travel Trainers from Northumberland County Council.

Capture progress and achievement through enrichment passports and assessment system.

Support students to secure a post-school placement in an area of their choice, aligned with their aspirations and Preparing for Adulthood / EHCP outcomes.

Celebrate student success and school leavers through meaningful activities, including an end-of-year activity chosen by students, a leavers assembly, and a prom.

Offering a comprehensive range of qualifications from Entry Level 1 to GCSE ensures accessibility and progression for all learners.

Ambitious curriculum design, including Duke of Edinburgh, Performing Arts, Catering, and Horticulture, develops practical life skills and broadens career pathways.

Strengthened internal moderation through linked teachers guarantees accurate and fair grading, improving academic standards and confidence in outcomes.

Maintaining links with providers such as Independent Travel Trainers enhances independence and readiness for adulthood.

Students benefit from authentic experiences and specialist support aligned with PFA outcomes.

Use of enrichment passports and assessment systems captures achievements beyond academics, celebrating personal growth and life skills.

Targeted support ensures students secure post-school placements in areas of their choice, leading to positive destinations and reduced NEET rates.

Celebrating success through assemblies, prom, and student-chosen activities builds self-esteem, belonging, and pride in achievements.

Strengthened relationships between students, families, and staff, creating lasting memories and reinforcing the



Evidence

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Impact

- From 5-Year Strategic Plan
- Goal A- Cleaswell Hill 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
- Goal B- The school is a community hub offering the highest quality, effective support to a range of services in the development of SEND provision
- Goal C- Cleaswell Hill'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

- Pupils are prepared for the next phase of their education, training or employment
- Achievement is evident across all groups, meeting or exceeding expectations
- Staff demonstrate high expectations and effective use of assessment to support teaching and learning
- School sustains exceptional standards of achievement over time
- Achievement contributes to Cleaswell Hill's status as a centre of excellence

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