

Governor Monitoring Visit Record

Date	3 rd March 2026	Governors	Patrick Ford-Hutchinson
Objectives			
<ul style="list-style-type: none"> • Review the recent changes to assessment processes, including the move to the Earwig platform. • Evaluate the extent to which the new system provides meaningful information to inform curriculum planning and pupil progress monitoring. • Observe and review evidence of the implementation of these curriculum and assessment changes across classrooms within the Core Pathway. 			
Links with School Development Plan			
Curriculum and Teaching			
High-quality, ambitious and coherently planned curricula based on strong foundational learning that inclusively meet the needs of all pupils			
Achievement			
Ensure pupils achieve highly positive outcomes through secure foundational knowledge, personalised progress tracking and preparation for future education, training, or employment			
Background preparation			
<p>Prior to the visit, I reviewed the school assessment policy and recent documentation.</p> <p>Preparation also included familiarising myself with the Ofsted Inspection Framework and Toolkit (November 2025), particularly the expectations relating to:</p> <ul style="list-style-type: none"> • Achievement and progress of pupils with SEND • The use of meaningful assessment systems • Evidence demonstrating sequential progress from EHCP outcomes • The importance of reliable evidence, internal moderation and multi-professional working • Leaders' ability to analyse trends and respond through curriculum planning 			
Scope of visit			
<p>The visit focused on reviewing the recent changes to assessment processes, including the move to the Earwig evidence-based assessment system.</p> <p>During the discussion we explored:</p> <ul style="list-style-type: none"> • The extent to which the Earwig system is embedding across the Core Pathway • How evidence recorded on Earwig supports PLIM targets linked to EHCP outcomes • The quality of evidence collected (including observations, engagement levels, communication strategies and levels of support) • How the system supports cohort analysis and monitoring of the proportion of targets met • The use of internal moderation to ensure evidence accurately reflects pupil progress 			

The visit was completed remotely and was shorter than originally planned. Evidence and documentation were shared during and after the meeting which supported the discussion.

Governor observations and comments

We discussed how the Earwig assessment system is beginning to embed across the school, with staff developing increasing confidence in capturing evidence of pupil learning.

Examples of evidence shared demonstrated:

- PLIM targets linked directly to EHCP outcomes
- Commentary accompanying photographic or video evidence
- Information relating to levels of engagement
- Communication strategies used
- Levels of adult support provided

Evidence is being collected across the four areas of need, ensuring that assessment reflects the full breadth of pupils' development.

We discussed how assessment within the Core Pathway follows a clear structure:

- EHCP long-term outcomes
- broken down into annual targets
- delivered through termly PLIM targets

This process is supported by a multi-professional approach, ensuring that learning priorities reflect the most important areas of development for each pupil and support sequential progress towards outcomes that matter to them.

Jamie also described an internal moderation session that was taking place which focused on reviewing the quality of evidence uploaded to Earwig and checking that the evidence matched the intended targets. While moderation of Earwig evidence is still in its early stages, the school already has strong moderation processes within other systems which provides a solid foundation for this work.

We also discussed how Earwig allows leaders to undertake real-time cohort analysis, including monitoring the proportion of targets met. Evidence of pathway and class-level analysis was shared. This allows leaders to identify trends and respond where additional support may be required.

Leaders explained that the system also supports the assessment lead in analysing trends while helping to manage workload through a centralised electronic system where staff can upload photographs, videos and observations to capture evidence of learning.

It is clear that, as the system continues to embed, Earwig will create a valuable bank of quality evidence demonstrating pupil learning and progress over time.

Impact/Next steps

The Earwig system:

- Strengthens the link between EHCP outcomes, curriculum planning and assessment
- Supports the collection of quality evidence of pupil learning

- Enables leaders to conduct cohort analysis of progress
- Helps leaders identify trends and areas requiring additional support

As the system continues to embed, the next steps will include:

- Ensuring consistent implementation across classrooms
- Continuing to develop internal moderation processes
- Using the system to demonstrate longer-term pupil learning journeys

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

We noted the positive progress in embedding the Earwig system, which has the potential to strengthen how the school evidences pupil progress and analyses trends.

As the system continues to develop, it would be helpful for governors to receive updates on:

- The consistency of Earwig implementation across pathways and classrooms
- The development of internal and external moderation processes
- How cohort analysis is used by leaders to inform curriculum planning and targeted support

Plans for follow-up visit

A follow-up monitoring visit would provide an opportunity to:

- Review further evidence of the Earwig system embedded across classrooms
- Explore examples of pupil learning journeys over time
- Understand how leaders are using cohort analysis to inform teaching and curriculum planning
- Review the development of internal moderation processes

Date reviewed at FGB 24.3.26