

Cleaswell Hill School - Curriculum and Teaching Implementation Plan 2026-27

Whole School Implementation Plan - Curriculum and Teaching

2026-27

To refine the coherence, ambition and distinctive pedagogy of Engagement, Core and Extended pathways so that curriculum, therapy and Preparation for Adulthood remain precisely matched to changing need while expectations continue to rise.

Headline evaluation

Current self-evaluation: Curriculum and teaching are transformational because exceptional SEND pedagogy and highly personalised pathways change what pupils are able to learn, demonstrate and do independently from their individual starting points.

Challenges & Context

- The three-pathway model is a sustained strength and must remain fluid enough to respond to developmental readiness without lowering ambition.
- Summer 2026 quality assurance identified refinements in visual communication, challenge, formative assessment, independence, prior-learning awareness and staff deployment.
- Professional learning, practitioner enquiry, Oracy, written-output work and metacognition research provide a strong platform for deliberate improvement in 2026/27.

Why this matters

The implementation plan shows a clear line of sight from context and identified barriers to action, evidence, intended impact and next steps. It builds on securely embedded strengths while concentrating improvement activity on the refinements identified through the September 2026 SEF and Year 5 Horizon.

Intent

Priority intent	2026-27 statement
Pathway coherence	Maintain ambitious, age-respectful curricula with clear sequencing and appropriate breadth, depth and statutory entitlement.
Distinctive pathway pedagogy	Sharpen what is distinctive in Engagement, Core and Extended while maintaining strong interdisciplinary and therapeutic alignment.
Foundational learning	Deepen communication, cognition, literacy, numeracy, regulation and independence as foundations for later learning.
Evidence-informed teaching	Use deliberate practice, coaching, ECT development and practitioner enquiry to address identified variation.
Transfer and adulthood	Increase pupils' ability to apply learning across contexts and connect curriculum learning to future life.

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Whole-School Curriculum and Teaching Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Pathway curriculum refinement	Review pathway rationales/maps: Extended cumulative subject knowledge and accreditation; Core functional/interdisciplinary application; Engagement communication, regulation and life/living skills.	Curriculum Lead / Pathway Leads	Curriculum intent, sequencing and outcomes are clear, ambitious and responsive to need across all pathways.
2. Quality of teaching	Use termly deep dives, curriculum conversations, learning walks and work/response scrutiny to target visual communication, challenge, formative assessment, independence and prior-learning awareness.	SLT / Curriculum Leads	Previously identified variation reduces; strong practice is increasingly typical across phases and pathways.
3. Oracy, output and metacognition	Develop Oracy, written-output adaptations and metacognition research with clear classroom application and evaluation.	Curriculum Leads / Therapy / Research Leads	Pupils communicate, reflect, problem-solve and demonstrate learning with increasing independence.
4. Professional learning	Align PL&D, Steplab, coaching, mentoring, ECT support and practitioner enquiry to specific QA findings and pupil needs.	PL&D Leads / Mentors / SLT	Professional learning changes classroom practice and pupil outcomes while avoiding unnecessary workload.
5. Real-world transfer	Build intentional opportunities for pupils to generalise communication, literacy/numeracy, regulation and independence in community and functional contexts.	Pathway / PD / Post-16 Leads	Evidence shows stronger transfer of learning and readiness for next stages and adulthood.

Implementation approach

- Use the SEF, Year 5 Horizon, relevant strategy documents, pupil-level evidence and external quality assurance as one coherent improvement cycle.
- Review implementation half-termly and impact termly; adapt actions when evidence shows a different barrier, stronger approach or unnecessary workload.
- Triangulate quantitative trends with learning evidence, therapy, pupil/family voice, case sampling and external challenge rather than relying on headline measures alone.
- Keep improvement activity proportionate: securely embedded practice remains normal business while leadership attention is concentrated on the priorities above.

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Evidence Base and Monitoring Cycle

Evidence strand	Examples of evidence to hold/review
Core evidence	Pathway rationales and curriculum maps; Termly pathway deep dives and curriculum conversations; Learning walks/observations and work-response scrutiny; Earwig and pathway assessment; Moderation/comparative judgement; PL&D, Steplab, ECT QA and practitioner enquiry
Operational review	Half-termly lead review of implementation, barriers, workload and emerging pupil need.
Strategic evaluation	Termly SLT/governor review of impact, typicality, vulnerable groups and whether actions require adaptation.
External assurance	SIP, governor and relevant external/partner quality assurance used to test leaders' evaluation and avoid inward-looking judgements.
Annual evaluation	Update SEF and implementation plan; identify what is securely embedded, what remains variable and what should carry into the next strategic cycle.

Termly Review Questions

- Is curriculum ambition clear and appropriate in each pathway?
- What identified variation has reduced and how do we know?
- Are pupils applying knowledge and skills beyond the immediate teaching context?
- Can leaders show that professional learning has changed practice rather than only increased participation?

Expected Impact by July 2027

Curriculum and teaching remain exceptional, with increasingly consistent implementation across pathways. Pupils encounter ambitious learning that is precisely adapted, therapy-informed and connected to communication, independence, accreditation and preparation for adulthood.

2026 Ofsted Toolkit Alignment

This plan is written to align with the September 2026 state-funded school inspection toolkit and Cleaswell Hill's evidence-led improvement cycle. It emphasises typicality, sustained impact, barriers to learning and/or wellbeing, starting points, stakeholder experience, professional expertise and fair, valid triangulation of evidence.