

ACTION PLAN 23-24 | BEVERLEY CFG

Cambridge CFG Members: MM Barrett (Facilitator), A Broadhead, P Lockham and C Murphy					
Broad Aim: Develop pupil's ability to reflect on their learning and critical thinking to include a wide range of skills that focus on the process of making judgments about what has happened.					
Enquiry Question: How can we increase opportunities for learners to both reflect on, and deepen, their understanding of key concepts across the curriculum?					
Objective	Purpose	Strategies	Timescale	Monitor	Success criteria
To know and understand what is happening, operationally, across school, in order to understand the opportunities that are available to children to pause, think and reflect.	Having a secure and accurate understanding of current practice and the impact of thinking time and reflection will enable us to discern where the strength and issues are in terms of (i) curriculum areas and (ii) year groups so that we can focus sharply on less strong areas at both a strategic and operational level.	<ul style="list-style-type: none"> planning audit of all curriculum subjects pupil questionnaires teacher reflections book looks show reflection time lesson obs/drop-ins <ul style="list-style-type: none"> noting opportunities for pupil reflection and response to quality critical questions – planned or otherwise 	<ul style="list-style-type: none"> planning scrutiny by Dec 23 questionnaire by Oct 23 book looks Oct 23 RE, Dec 23 Art lesson observations PE by Dec 23 	CFG MMB FB	<ul style="list-style-type: none"> the greater confidence of staff to question critically (and encourage learners to do the same) has a demonstrably positive impact on pupils' own engagement, confidence and independence, which, in turn, is has a positive impact on their progress and achievement - because they know and can remember more
To investigate good practice in other settings – gathering and disseminating useful information and ideas for good practice to all stakeholders.	To ensure staff have the confidence, opportunities and pedagogy (at least in line with NC requirements) to lead learning in class with time for appropriate and effective critical questioning, reflections and responses	<ul style="list-style-type: none"> use of research for the Beverley curriculum subjects (evidence in curriculum leads' appraisal folders) PDMs that promote confidence, pedagogy and knowledge of current and best practice liaison with CMAT/local curriculum networks and leads to support within curriculum areas 	<ul style="list-style-type: none"> collection of personal research from Sep 23 PDM time booked Spring Terms 3/4 evidence presented mid-point appraisal review - Term 2 24 	CFG MMB FB	<p>The practice of staff is strong because it is supported by:</p> <ul style="list-style-type: none"> the ongoing dissemination of up-to-date research and examples of best practice a shared understanding of the rationale and action plan and how both translate to operational practice confident and effective leaders who share a deep understanding not just of their areas but also of the other CFG curriculum areas



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<p>To build a holistic ethos which provides space for reflection within Beverley CFG curriculum areas as a blueprint for future rollout across all curriculum areas</p>	<p>A secure understanding of what this actually is and what it looks like within the various different Beverley curriculum areas is a pre-requisite of a future successful rollout across all curriculum areas</p>	<ul style="list-style-type: none"> • research/training different questioning styles for different pedagogies • monitoring to ensure that it is happening and further/timely support is provided where necessary • establish a more consistent approach of questioning and reflection across school 	<ul style="list-style-type: none"> • Continuing research from Term 2 disseminating 	<p>CFG MMB FB</p>	<p>Children in all classes know and remember more because:</p> <ul style="list-style-type: none"> • lesson planning incorporates opportunities high quality and impactful questioning practice and good evaluation identifies progress, strengths and remaining areas of focus • there is greater consistency across all year groups as part of a graduated strategy that sees greater challenge and further opportunities progressively as children get older and progress • they have greater confidence to ask increasingly critical questions that develop their own enquiries – demonstrating their thoughts and reflection
<p>To embrace a whole-school approach which is created to allow children to reflect and question across the curriculum areas and year groups</p>	<p>The impact of critical questioning and opportunities to think and reflect deeply in age-appropriate ways in all classes leads to higher quality pupil engagement and independent learning</p>	<ul style="list-style-type: none"> • develop an SJF 'philosophy' to ensure information processing, enquiry, reasoning, creative thinking and evaluating skills are included in curriculum planning of all subjects as part of a rigorous, consistent and whole-school response 	<ul style="list-style-type: none"> • Term 6 (2024) 	<p>CFG MMB FB</p>	<p>The effective of implementation of giving children appropriate time and space to reflect and question enables them to</p> <ul style="list-style-type: none"> • respond positively to open ended questions • ask higher order questions to develop their own enquiries • evaluate their work in response to their enquiries

