

# ACTION PLAN 23-24 | CAMBRIDGE CFG

<b>Cambridge CFG Members:</b> MM Barrett (Facilitator), V Barratt, R D'Roza, R MacInnes and S Sambrook					
<b>Broad Aim:</b> To establish a writing culture at SJF that develops pupils' resilience and develops them as writers by exploiting opportunities across the curriculum					
<b>Enquiry Question:</b> How can we maximise opportunities to integrate high quality extended writing, meaningfully, in to more areas of our curriculum?					
Objective	Purpose	Strategies	Timescale	Monitor	Success criteria
To learn lessons from the very best practice in our own and other settings as a first critical step to ensuring that, in the future, all possible and appropriate opportunities are taken to get more high quality and extended writing across all curriculum areas and year groups, from the children.	<p>To have a secure and comprehensive overview of where we are now - of current practice and specifically where high quality extended writing happens and does not happen in terms of subjects and year groups.</p> <p>To know where the best practice is and share it.</p> <p>To know where issues are and address them.</p>	<ul style="list-style-type: none"> <li>• 'Book looks' and work scrutiny to understand where extended writing is happening and to find out if 'what I know' is included at topic starts.</li> <li>• Planning scrutiny to ensure sufficient coverage of genre knowledge/disciplines</li> <li>• PDMs to introduce and follow up the CFG focus</li> <li>• Monitoring, observations and drop-ins checking writing by lead to ensure fidelity to the agreed SJF approach + consistency across school and in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 1- Staff meeting <b>05-11-23</b></li> <li>• book looks by <b>20-10-23</b></li> <li>• Term 2 pupil-view questionnaires and/or interviews by <b>21-12-2023</b></li> <li>• Planning scrutiny by <b>21-12-23</b></li> <li>• Observations over Term 2</li> </ul>	CFG MMB LMT	<ul style="list-style-type: none"> <li>• A secure understanding of where strengths and issues are in SJF, and other settings means that good practice can be shared and issues or barriers addressed</li> <li>• Foci for extended writing are clear and consistent within planning across phases and the curriculum</li> <li>• Children are more confident and enthusiastic writers because purposes are clear and relatable - and the focus matters to them</li> <li>• Monitoring identifies writing as a positive factor that enables our children to learn/remember more</li> <li>• Writing outcomes and work scrutiny reveal that outcomes are stronger because the attitude of more pupils to writing is positive</li> </ul>
To ensure all staff have a shared understanding of the rationale, theory and practice of our approach as well as the confidence, skills and knowledge to plan/lead learning with fidelity to the agreed approach to encouraging high quality and extended writing across the curriculum – based on a	<p>Induct and support new staff and those changing year groups</p> <p>Address whole-school and individual needs/barriers</p>	<ul style="list-style-type: none"> <li>• Review curriculum documents to ensure that the writing process methodology is clear</li> <li>• Liaise with class teachers to ensure understanding of what the children have previously been taught</li> </ul>	<ul style="list-style-type: none"> <li>• 20-12-23</li> <li>• January 2024</li> </ul>	CFG MMB LMT	<p>A shared understanding of what the focus is/means and how it relates to practice mean that staff:</p> <ul style="list-style-type: none"> <li>• know what expectations of their pupils' stage are</li> <li>• have the same high expectations of pupils</li> <li>• have the confidence to apply the theory, impactfully, in to practice</li> </ul>



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secure understanding of year group expectations.		<p><b>Continued...</b></p> <ul style="list-style-type: none"> <li>Ensure that all staff have a shared understanding of end-of-year (and interim) expectations</li> </ul>			<p><b>Continued...</b></p> <ul style="list-style-type: none"> <li>practice is consistent across all phases as a result of best practice being shared and barriers being addressed</li> </ul>
All teaching staff will have a shared and embedded understanding of how (a) <b>pre</b> ; and (b) <b>post</b> units of work assessment/extended writing will look - ensuring staff are clear in these expectations.	To understand why <b>pre</b> and <b>post</b> unit of work assessment are done, currently, in some classes and subjects but not all, and address the issues preventing or limiting this so that <b>pre</b> and <b>post</b> units of work can be done in all phases and subjects.	<ul style="list-style-type: none"> <li>Audit planning to ensure inclusion of pre/post unit assessments.</li> <li>Staff supported so they understand how to apply the SJF writing process across the curriculum (and resources needed)</li> <li>Teachers supported to plan in cross-curricular opportunities for high quality/extended writing that will engage the intended readers for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>February 2024</li> <li>January 2024</li> <li>February 2024</li> </ul>	CFG MMB LMT	<ul style="list-style-type: none"> <li>As a consequence of having a shared and embedded understanding of the writing process and the requirements of the curriculum, appropriate opportunities for high quality and extended writing are maximised, which results in children not only writing for purpose in a range of contexts, but also enables them to know and remember more.</li> </ul>
To immerse pupils in the SJF writing process based, in part, on in-depth studies of rich and high quality texts that engage pupils and enhance reading comprehension skills, which inspire learners by providing them with a meaningful context or purpose for the writing.	To promote reading for pleasure – based on our understanding of the enormous benefits for learners.  To deepen children's understanding of humanity topics so that they know and remember more.	<ul style="list-style-type: none"> <li>Exemplify links between reading, vocabulary development and the writing process.</li> <li>Review reading books and history/geography library sections.</li> <li>Engage parents to support pupils through project work around humanities topics.</li> </ul>	<ul style="list-style-type: none"> <li>March 2024</li> <li>February 2024</li> <li>February 2024</li> </ul>	CFG MMB LMT	<ul style="list-style-type: none"> <li>The exposure of pupils to high quality and appropriate texts enables pupils to become more immersed in their learning and the broader writing process.</li> </ul>
To understand the extent to which teachers are able to develop pupils' ability to produce well-structured,		<ul style="list-style-type: none"> <li>Develop topic-linked writing opportunities that meet pupils' needs</li> </ul>	<ul style="list-style-type: none"> <li>July 2024</li> </ul>	CFG MMB LMT	The successful implementation of our approach means that the SJF curriculum has clear expectations regarding the writing process across



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<p>detailed writing based on their own secure grasp of the expectations of their year group.</p>		<ul style="list-style-type: none"> <li>LMT and curriculum leads monitor the writing process and provide feedback/advise LMT and staff.</li> </ul>		<p>the curriculum areas and celebrated, in part, by the quality of displays.</p> <p>Ongoing and regular (fortnightly) checks quickly highlight strengths and emerging issues.</p>
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