

Problem	Intervention Description	Implementation Activities	When will activity begin?	When will activity end?	Who is leading on this activity?	To which area of the Ofsted inspection framework does this relate?	Implementation Outcomes:	Overall outcomes for pupils	Cost
<i>Think from the perspective of teachers, students and attainment.</i>	<i>What are the active ingredients that will be different?</i>	<i>Will this be done through training, resources, monitoring, coaching, incentives, etc?</i>	<i>Set realistic start times.</i>	<i>Set realistic deadlines.</i>	<i>Will it be delivered by a system leader or an external source?</i>	<i>Leadership and management. Quality of teaching, learning and assessment. Personal development, behaviour and welfare Outcomes for pupils.</i>	<i>What short-term measures (e.g. fidelity, acceptability, reach) will you see to know that this is working?</i>	<i>Short, medium and long-term outcomes (plus timeframes).</i>	<i>Cost per system leader X number of sessions = total</i>
<p>Effectively using modelling orf Drafting & Editing processes to improve writing composition</p> <p>Leadership</p> <p>Policy does not clearly outline the set process for teaching writing.</p> <p>The school culture needs developing so that teacher modelling of high level writing and the thought process and teacher modelling of drafting and editing are frequently used as teaching tools.</p> <p>Staff have been using a variety of different writing lesson styles to achieve high level composition including cold writing tasks with Creative Writing as well as more scaffolded drafted and edited pieces. This will streamline how we are teaching writing.</p> <p>New staff and NQTs are joining as well as RQTs who have all had different previous experiences of writing.</p> <p>EYFS & Year One to be seen to be clearly modelling writing with all staff handwriting for all so that children can see the editing process from their first years in school.</p> <p>Teachers</p> <p>Staff have been using a variety of different writing processes.</p> <p>Succinct CPD will give support to use the drafting and editing process consistently.</p>	<p>Active ingredient 1: Ensure that pupils get to experience the thought process that is necessary to achieve high level writing, modelled by teachers and written by teachers.</p> <p>Active ingredient 2: Ensure that pupils get to experience teacher modelling of editing writing, used alongside the S P G editing process. Teachers to model adding chunks to writing to enhance it.</p> <p>Active ingredient 3: From Reception and Year One, children need to be seeing their class teachers and staff in their classrooms completing written pieces of work.</p> <p>Active ingredient 4: Ensure that staff are using the writing process of:</p> <ol style="list-style-type: none"> 1. Plan writing 2. First drafts 3. Edit 4. Second drafts 5. Edit 6. Final versions <p>Ensure staff are using these final versions for assessment purposes which would feed into their target tracker half</p>	<p>Evidence based practice and research consulted:</p> <p><i>Preparing For Literacy in EYFS – EEF</i></p> <p><i>Improving Literacy in KS1 – EEF</i></p> <p><i>Improving Literacy in KS2 – EEF</i></p> <p><i>'Good Writers' – Pie Corbett</i></p> <p><i>Alex Quigley's Shared Writing ; Modelling Mastery</i></p> <p>Training One - teachers: Give staff the knowledge to be able to implement high level modelling of the drafting and editing process and clear instruction on what teaching and learning will take place in line with our revised English Writing Policy.</p> <p>Training Two - teachers: (Two weeks later) Lesson modelling offered in September 2019 to all year groups of the drafting and editing process with teacher modelling at the heart of it. Teachers to then reflect on challenges and barriers that would stop</p>	<p>Sept 2019</p> <p>Oct 2019</p>	<p>Ongoing over the course of the year</p>	<p>GM to deliver CPD before taking Maternity Leave in Oct.</p> <p>Sarah Collins to monitor alongside SLT in SP & Su Term.</p>	<p>Quality of teaching, learning and assessment</p>	<p>Short term:</p> <p>Fidelity <i>In the second staff meeting staff reflect honestly on where they are with the process.</i></p> <p>Acceptability</p> <ul style="list-style-type: none"> • Teachers are able to bring work to show their modelling and use of editing and drafting process to show their increased confidence and commitment to the process. <p>Reach</p> <ul style="list-style-type: none"> • Evidence of drafting and editing in all chd's books by the end of Week Five of the Autumn Term <p>Medium term:</p> <p>Fidelity <i>Teachers are planning regular opportunities for</i></p> <ol style="list-style-type: none"> 1. Plan writing 2. First drafts 3. Edit 4. Second drafts 5. Edit 6. Final versions <p><i>This can be seen in medium term plans as well as weekly planning</i></p> <p>Acceptability</p> <ul style="list-style-type: none"> • In Spring monitoring, clear evidence of the six step process will be seen in chd's books <p>Reach</p> <ul style="list-style-type: none"> • Staff are able to pick out and reflect on the way that their modelling has positively impacted chd's writing standard. 	<p>Short term:</p> <ul style="list-style-type: none"> ➢ Pupils understand the drafting and editing process ➢ Pupils are able to use the structured stages of the process with some independence based on high quality staff training <p>Medium term:</p> <ul style="list-style-type: none"> ➢ Chd are engaged and have a clear enjoyment of their learning as interesting and inspiring starting points are used that teachers are passionate about (as seen in their modelling) ➢ Increased confidence and ability to find their own mistakes within their work linked to SPG as part of the editing process. <p>Long term:</p> <ul style="list-style-type: none"> ➢ Children are making high level, quality additions to their writing through the use of chunking that have a positive impact on the overall composition of the piece. ➢ They are able to effectively edit and re-draft their work. ➢ Their teacher assessments are rigorous and accurate as these assessments are made on the writing that the chd are completing 	

<p>CPD will also ensure staff are using English books to model the process of drafting and editing – and final neat writes.</p> <p>Learners</p> <p>Chd have been using multiple writing processes and patterns of learning for composition and this will streamline the writing process so that all classes are using drafting – editing – neat write processes.</p>	<p>termly assessments.</p>	<p>us from achieving this: Ensure that staff are using the writing process of:</p> <ol style="list-style-type: none"> 1. Plan writing 2. First drafts 3. Edit 4. Second drafts 5. Edit 6. Final versions <p>Monitoring Wk Five of Autumn Term – short book check to see evidence of drafting and editing process.</p> <p>Monitoring Sarah Collins & SLT to monitor the effectiveness of Active Ingredient Four in the Spring Term and the summer Term and give feedback to staff on how successful they are being on an individual lesson based on work in books and drop-ins that monitor teacher modelling of writing.</p>	<p>GM & SLT</p> <p>Feb 2020 & May 2020 SC & SLT</p>				<p>Long term:</p> <p>Fidelity</p> <ul style="list-style-type: none"> • <i>Staff can support each other with teacher modelling linked to drafting and editing.</i> <p>Acceptability</p> <ul style="list-style-type: none"> • <i>Staff feel confident to allow partners to come in and observe their ability to model with the drafting and editing process.</i> <p>Reach</p> <ul style="list-style-type: none"> ➤ <i>Children are confident writers with the suitable skill-set and tools to be able to confident compose and independently plan, draft and edit high quality pieces of writing.</i> 	<p>day in, day out within their English books.</p> <ul style="list-style-type: none"> ➤ Their feedback is well matched to their current writing level and their targets within their books move the quality of their writing on. 	
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