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**On this page you will find summaries of the literacy projects approved by the Cambridgeshire School Improvement Board for 2018.**

### **Project 1**

**Lead School/Body:** Cambridgeshire Early Years Teaching School

**Phase:** Early Years

**Area:** East & South Cambs

**Schools Involved:** The Grove, Abbey Meadows, Cottenham, Sawtry, Bottisham, Burwell, Shirley, Milton Road, Trumpington Meadows, Huntingdon Primary, St John's Cof E Primary

**Project Summary:** Improving literacy outcomes for all through a supported training package based around the regular use of Core Stories, Story trails and Helicopter stories.

**Impact Evaluation:** coming soon....



### **Project 2**

**Lead School/Body:** Ely St John's, on behalf of Ely School Partnership

**Phase:** Primary

**Area:** East Cambs & Fenland

**Project Summary:** To improve progress in writing across our schools and to diminish the differential for our disadvantaged pupils through: Working together to improve moderation. Improving the progress of those in KS1 & KS2 with high prior attainment. Developing the skills of teachers in moderating/identifying shared/common barriers and successful strategies/approaches to reducing the detrimental impact of these.

**Schools Involved:** Ely St Johns, Littleport, Ely St Mary's, Millfield, The Lantern, Downham Feoffes Ely College, Spring Meadow

**Impact Evaluation:**

Following two joint schools training sessions where the focus has been on moderation and a clear understanding of expectations for end of years, teachers across the schools are now much better equipped in making judgements that would be standardised across the partnership.

Staff attended an inset day in January where Katy Morlidge focused on the writing end of KS frameworks and applied these to an understanding of the end of year 3 and 4 expectations in terms of qualifiers and the overall focus on coherence, composition and audience. EYFS writers also had a separate session on Developing Writers in the Early years.

On 21st March Katy again led a session with year 4 teachers to focus in on year 4 milestone end of year expectations. Teachers brought along work to discuss and moderate against and we worked together to draw up an end of year 4 framework for writing based on the year 6 frameworks. There was much discussion to reach a common understanding of:

- Particular weaknesses; breaking specific habits; EAL specific difficulties, linked to grammar
- The importance of looking, at start and end points; progress and looking at writing as a whole to gauge purpose, audience, composition and effect and the cohesive use of the different devices / success criteria the framework refers to.
- importance of the above bullet point when considering greater depth
- The importance of that cohesive application to other writing in other curriculum areas for greater depth

The next step is for the teachers to take the framework and use it in school to aid assessment against the year 4 end of year objectives. We will also gather exemplifications.

I have emailed heads also for an update on progress in writing ( year 4 and EYFS in particular) but the main impact presently has been in developing that greater accuracy in assessment; corporate understanding of what expected and greater depth looks like and a greater awareness of the skills for next steps. Looking across schools at marking techniques to aid next steps was also useful.

If money allows once all claimed from work so far we would like to meet again as yr 3 and 4 teachers to further moderate and discuss the benefits of the framework developed.



[\(https://www.cambslearntogether.co.uk/school-improvement/cambridgeshire-school-improvement-board/\)](https://www.cambslearntogether.co.uk/school-improvement/cambridgeshire-school-improvement-board/)