

Objectives for English	
<b>Achievement gap issues</b>	To ensure that the gap between ever 6 children and others is diminished.
<b>Objective 1</b>	<ul style="list-style-type: none"> <li>• Regular moderation of writing to ensure that all staff can use Chris Quigley essentials to plan for next steps.</li> </ul>
<b>Objective 2</b>	<ul style="list-style-type: none"> <li>• Rubrics and peer assessment is more effectively used to inform children of the processes of learning.</li> </ul>
<b>Objective 3</b>	<ul style="list-style-type: none"> <li>• Phonics and Early Reading schemes are embedded</li> </ul>
<b>Objective 4</b>	<ul style="list-style-type: none"> <li>• Essentials spelling being taught in all Year groups.</li> </ul>

Objective 1	Regular moderation of writing to ensure that all staff can use Chris Quigley essentials to plan for next steps.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Staff meeting time planned to moderate aspects of writing	Half termly	C. Curtis and class teachers		English Lead	Staff are using assessment more accurately to plan for next steps.	
Monitoring of planning to ensure next steps are included in planning	At the beginning of each new unit.	C. Curtis/C. Brumby		English Lead	Work is matched closely to pupil need.	
Work with individual teachers to identify next steps.	Half termly	C.Curtis		English Lead	All pupils making progress. Teachers have a clear understanding of how to match need and support.	

<b>Objective 2</b>	<b>Rubrics and peer assessment is more effectively used to inform children of the processes of learning.</b>					
<b>Action</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (who by and how often)</b>	<b>Success criteria</b>	<b>SEF reference</b>
<b>Ensure rubrics are completed by both staff and pupils at the end of each unit.</b>	Ongoing from Autumn 1 22	C. Curtis/ class teachers		English Lead at the end of each unit.	Children and staff are able to identify the progress made in each unit.  Staff can use feedback to plan next steps.	
<b>Ensure learning sequence is reflected in the unit rubric</b>	Ongoing from Autumn 1 22	C. Curtis/class teachers		English Lead at the start of each unit.	The learning journey is clearly mapped and understood by children.	
<b>Re-introduce how to use peer feedback in lessons.</b>	Autumn 1	C. Curtis/class teachers		English lead half termly	Children can identify successes and identify things to improve in their work and their peers work.	

Objective 3	Phonics and Early Reading schemes are embedded					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Consistency of teaching The Little Wandle phonics scheme across Reception, Year 1 and Year 2.	Autumn 22	EYFS lead/English Lead and class teachers		C. Curtis Half termly	Children are responding to a regular consistent approach to phonics and are making good progress.	
Reading in Reception and Year 1 is matched closely to phonics teaching	Autumn 22	Reception and Class 1 teacher		C. Curtis	Children are making good progress with reading.	
Support for those who still need to access Early Reading and phonics program will be provided by LSAs in their area.	On going	Class teachers. 3 LSAs		C.Curtis	Children are receiving the support needed to enable them to make progress with their reading.	

Objective 4	. Essentials spelling being is taught in all Year groups.					
Action	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria	SEF reference
Essential Spelling is planned for within each unit plan for literacy.	From Autumn 1	Class teachers		C. Curtis	Regular spelling activities are helping children identify strategies for identifying mis-spelt words and for correcting spelling errors.	