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| **Action** | **How To complete** | **Impact** | **Completed By** |
| The Learning Objectives across the key stages. | All Learning objectives need to match the progression document. There must not be any movement between the LO, the progression document and learning in class. | Learning WILL be consistent and progressive across the year groups. | 02.12.22 |
| What is our key learning for each lesson? | Ensure the Learning objectives and success criteria are explicit. There must be NO wriggle room for misinterpretation | Learning will be meaningful and purposeful. | 02.12.22 |
| Key Vocabulary being used | Create knowledge grids for each year group to show explicitly the vocabulary and key learning that they are expected to know. | The impact on remembering more and learning more will increase as there will be NO room for misinterpretation. | 25.12.22 |
| Knowledge grids being used | These need to be on the website, sent home to parents and also stuck into children’s books at the beginning of a unit.  This will be trialled until Easter to measure impact. | The impact should affect the children’s sticky learning. | Easter |