

<i>Objective</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Success Indicators</i>	<i>Evaluation July 2021</i>
<p><b>Ensure all stakeholders are aware of this Equality Plan and are mindful of their responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Share the plan with staff and discuss in team meetings so all are clear with regard to the role they play in the delivery of the planned objectives</li> <li>• When analysing data consider all groups represented and look for trends in whole school data where group numbers are small within a class or year group</li> <li>• Ensure staff training encompasses the full range of equality issues</li> <li>• Publish the plan in the school websites and include in any regular parental communications</li> <li>• Discuss with the children in an age appropriate way the importance of equality and what we do as a school community to reduce inequality</li> </ul>	<p>SLT</p> <p>SLT / Staff</p> <p>SLT</p> <p>SLT/Admin</p> <p>Staff</p>	<ul style="list-style-type: none"> <li>• All staff, parents and governors are familiar with the school's Equality Plan</li> <li>• Lesson plans and classroom environments reflect the principles of the plan</li> </ul>	

<p><b>Develop further and maintain the good relationships between school and families</b></p>	<ul style="list-style-type: none"> <li>• Team leaders to share with teaching staff the positive impact of the phone calls with parents during the lock down / school closure period</li> <li>• SLT to gather ideas from staff as to how to maintain the contact</li> <li>• Staff to implement strategies agreed / adopted</li> <li>• Teachers address sensitive issues with parents / carers as and when trust is built</li> <li>• Continue to utilise the class email as a direct form of communication</li> </ul>	<p>WLT</p> <p>SLT</p> <p>All</p> <p>All</p>	<ul style="list-style-type: none"> <li>• Staff have a clear, manageable and sustainable way of developing and maintaining good relationships with parents</li> <li>• Staff have opportunities to understand better the issues that their PP families might be facing</li> <li>• Strategies and responses are more appropriate as they are based on facts rather than anecdotal evidence</li> <li>• Trust between school and families will break down barriers enabling children to move forward</li> </ul>	
<p><b>Reduce the gap in attendance between groups of pupils</b></p>	<ul style="list-style-type: none"> <li>• Share attendance data with all staff so that they understand the difference between groups and how the data compares nationally and with similar schools</li> <li>• Discuss with staff the potential reasons for the differences and explore possible solutions</li> <li>• Continue with regular EWO monitoring meetings</li> <li>• Discuss with children in an age appropriate way the impact of poor or erratic attendance</li> <li>• Use the relationships built with families to explore potential issues</li> </ul>	<p>SLT</p> <p>SLT</p> <p>BB</p> <p>All</p> <p>All</p>	<ul style="list-style-type: none"> <li>• Fewer disadvantaged children are frequently late for school compared with previous figures and trends.</li> <li>• Disadvantaged persistent absenteeism attendance improves by 10%</li> </ul>	

	<p>/ barriers in relation to attendance and punctuality</p> <ul style="list-style-type: none"> <li>Review and refresh potential incentive and reward schemes to improve attendance of individuals or families where it is particularly low</li> </ul>	SLT / BB		
<p><b>Reduce the gap in attainment between different identified groups of children</b></p>	<ul style="list-style-type: none"> <li>Quality texts to be sourced in history and geography and for English and Maths</li> <li>Reading high quality texts as part of learning activities planned into each unit of work</li> <li>Children who can't encode, decode and read with fluency have daily, high quality intervention that improves their decoding, encoding and fluency in standardised tests</li> <li>Refresh training on questioning strategies</li> <li>Train teachers in planning for and delivering spaced learning</li> <li>Disseminate training on approaches to memory and curriculum sequencing</li> <li>Develop an on-going CPD package and release time for teams to embed understanding and apply in practice</li> <li>Adhere to the planned sequence of units as this ensures logical sequence of learning</li> </ul>	<p>All</p> <p>All</p> <p>All</p> <p>SLT</p> <p>SLT</p> <p>All</p>	<ul style="list-style-type: none"> <li>children can remember what they have been taught and apply it in increasingly sophisticated ways</li> <li>staff use strategies and approaches in the classroom</li> <li>Children can talk about their learning and recall key facts, concepts and methods</li> <li>Children from all starting points can remember the specific knowledge planned at the end of units</li> </ul>	

<p><b>Ensure that the curriculum reflects the cultural diversity of the school community</b></p>	<ul style="list-style-type: none"> <li>• Look at resources and planning to ensure that a diverse range of cultures are highlighted e.g. historical figures or figures of note from a range of countries including our own and those represented in our community</li> <li>• Explicit teaching that identifies and celebrates difference</li> <li>• Utilising our school community as experts in teaching about their faith or culture</li> <li>• Encourage children through discussion to identify their cultural identity and celebrate what it means to them</li> </ul>	<p>SLT / all</p> <p>All</p> <p>All</p> <p>All</p>	<ul style="list-style-type: none"> <li>• All in the school community feel valued for who they are</li> <li>• The curriculum reflects a multicultural environment</li> <li>• Discrimination is rare and dealt with sensitively and effectively</li> </ul>	
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