

Equalities Objectives 2020-2024 for Primary Campuses				
Objective	Planned Outcome	Activities	Lead	Evidence of Achieved Outcome
<p>A: Evaluate and improve our curriculum offer across all phases in line with our growing understanding of unconscious bias, inclusivity and our work on 'decolonising the curriculum'.</p>	<p>Develop a curriculum which is inclusive, decolonised and delivered in ways that lead to increased student and staff engagement.</p>	<p>Review of Primary Curriculum and schemes of work to ensure it reflects the wealth of diversity across our Federation and offers an engaging learning experience for all pupils. Work with other agencies e.g. Greenwich Learning Hub and the Black Curriculum to carry out CPD, external reviews and networking opportunities.</p>	<p>SRe and curriculum leaders.</p>	<p>-</p>
	<p>Increased access to the curriculum for pupils of different backgrounds regarding disability, ethnicity, sex, religion, belief or faith and sexual orientation. Working to raise standards for all pupils, but especially for the most vulnerable will improve the quality of education for the most vulnerable groups of pupils raises standards across the whole school.</p>	<p>Encouraging students and staff who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs and enrichment activities).</p>	<p>SLT and HSLWs.</p>	
		<p>To ensure the PE curriculum teaches alternative sports to explore the role that play and games can have in celebrating difference (e.g. gaelic football, wheelchair basketball/sitting volleyball)</p> <p>PSHE Lead to ensure that wellbeing strategy in place and</p>	<p>PE leads.</p>	

	<p>PSHE will acknowledge past challenges face by marginalised groups and ensure the key messages of British Values and Valuing All God's Children are delivered across the age ranges.</p> <p>The RE curriculum and Collective Worship cycle will reflect and celebrate our diverse community, promoting equity & equality of opportunity.</p>	<p>all evidence is collected throughout the year: parent questionnaires and pupil voice evidence.</p> <p>RE lessons and collective worship will offer opportunities to challenge prejudice, question stereotyping and enhance understanding of the school's multicultural and pluralistic society.</p>	<p>JN And other PSHE leads.</p> <p>CK and RE and Campus SLT.</p>	
<p>B: Assess the diversity and representation across the governing body and all levels of leadership, staffing and pupil membership and representation of teams and groups. Promote and encourage inclusion through recruitment and retention.</p>	<p>Recruitment selection process adheres to our Federation recruitment protocol and in manner consistent with the requirements of the Equality Act 2010 (the 'Act').</p> <p>School representatives such as Faith Team & School Council and House/Vice Captains to develop equity & equality of opportunity.</p>	<p>Job vacancies will be widely advertised to promote a diversity of candidates. In all staff appointments the most suitable candidate will be appointed on professional criteria and person specification. Equalities and unconscious bias training to be carried out by staff and governors who are involved in interviews.</p> <p>To ensure there is representation in Faith Team and School Council so children can 'see themselves' representing the school and</p>	<p>All leaders and governors. HR.</p> <p>SLT inc. CK and campus leads for RE</p>	-

		identifying any issues which could affect our own pupils or wider school community.		
<p>C: Seek to develop and promote inclusive ethos through resource selection and work displayed: books, library material, pictures, digital resources, toys and equipment.</p>	<p>Curriculum provision is inclusive with careful thought given to the selection of tasks and resources.</p> <p>Resource and display audits and learning walks will provide evidence that each campus promotes an inclusive ethos with resources positively representing the full range of protected characteristics.</p> <p>To offer a wide range of resources to support our EAL students in accessing the curriculum to support their English language acquisition and wider learning.</p>	<p>Review curriculum ensuring that resources reflect the breadth of diversity in the local and global community. To replace/purchase resources where necessary.</p> <p>Exploration of communication of key policies available in differing languages/ formats such as braille, large font etc.)</p> <p>Communication methods include: internal signage, large print resources, braille induction loops, pictorial or symbolic representations.</p> <p>New families are welcomed to the school beforehand for a meeting and meet with the Home School Link Worker. During the child's first few weeks, the new EAL child is buddied up with another child who can speak the child's first language. The school's EAL lead assesses the child in the first week to determine the child's level of</p>	<p>SLT and curriculum leads.</p> <p>Admin and premises teams to support SLT.</p> <p>Primary EAL lead</p>	-

		<p>English and meets with the class teacher to design personalised support.</p> <p>Where necessary a bank of resources to be created in advance to support multilingual families or families where there is an additional need. e.g. Preparing visual support – visual timetables, multilingual instruction mats, social stories, word banks, writing frames, curriculum-related visual support, visual word banks and frames using software such as Communicate in Print). Providing an EAL picture dictionary (such as Collins First English Words) and an age-appropriate bilingual dictionary (such as from Mantra Lingua). Speaking clearly and slowly, avoiding idiomatic language. Sitting the learner next to pupils who are supportive language role models. Giving single-step instructions. Repeating the same instructional phase. Targeting the learner daily for simple differentiated “Yes/No” questions. Planning for, teaching and modelling</p>		
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		vocabulary and language structures needed for the task/subject.		
<p>D: Strive for our end of key stage attainment and progress to be in line with at least national expectations (from EYFS to GCSE) with no year-on-year trends in underachievement for all represented groups across our campuses.</p>	<ul style="list-style-type: none"> - Rates of progress and levels of attainment will be regularly reviewed including by different protected characteristics - We will continue to close the gaps in progress and attainment between students of different groups <p>A wide range of strategies and targeted interventions (where necessary) will help to ensure any underachievement trends are addressed.</p>	<p>Leaders will analyse on a regular basis alongside class teachers to identify any trends within cohorts and phases that may require curriculum changes. Data Analysis School Tracking Systems Work/planning scrutiny.</p> <p>In fulfilling this aspect of the duty, the school will: Publish attainment data each academic year showing how pupils with different characteristics are performing. Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.</p> <p>A wide range of activities to be offered to all children. Family learning sessions and signposting to agencies that can offer support. Parents learning events/workshops to be planned and organised.</p> <p>When a child begins at the school, the family are provided</p>	<p>All leaders</p> <p>Data Manager.</p> <p>SLT and HSLWs</p>	-

		<p>an opportunity where possible to view the environment their child will be working in. If the child or family have any protected characteristics that may need to be supported in school (e.g. new to the English language, partially sighted, deaf), the school will liaise with the inclusion lead and staff team to ensure any additional materials/ resources are made available so that their transition is as smooth as possible.</p> <p>Weekly Early Bird Reading held at the school.</p>	<p>Teachers and HSLWs</p> <p>Early Years Team</p>	
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