

**EQUALITY OBJECTIVES:  
Beckley CE Primary**

PERIOD COVERED BY THE PLAN: ACADEMIC YEAR 2016-17				PLAN WRITTEN BY: HoS		
INITIAL DATE: 1/01/2017		MOST RECENT REVIEW:		NEXT REVIEW: April		
<b>CONTEXT:</b> <ul style="list-style-type: none"> <li>New Executive head teachers in post Sept 2016, Head of School Sept 2016</li> <li>New assessment system (Milestones) adopted September 2015.</li> <li>Current population is 105 children.</li> <li>50% of pupils attained expected RWM in 2015-16, with 10% of attaining greater depth in RWM</li> <li>2.8% pupils from minority backgrounds, majority of children from white British background.</li> </ul>				<b>KEY ISSUES:</b> <ul style="list-style-type: none"> <li>50% children did not attain RWM across all three areas.</li> <li>Writing attainment in KS2</li> <li>Phonics attainment in KS1</li> <li>Raise % of children attaining greater depth in RWM, and increase opportunities for children to be working at this level.</li> <li>Pupils have very limited experience of cultural diversity.</li> </ul>		
Objectives and Actions to Address Key Issues	Time Scale	Led by	Resources	Success Criteria, Milestones and Practice Indicators	Monitoring	Evaluation
<b>Advance Equality of Opportunity</b> To improve the attainment in core subjects for vulnerable learners. Specifically boys phonics. <ul style="list-style-type: none"> <li>Review school data</li> <li>Collate and analyse in school data related to attainment in vulnerable learners</li> <li>Develop strategies to improve performance of underachieving pupils.</li> <li>Focus on Phonics attainment in KS1 ensuring 88% pass rate in Phonics screening</li> <li>Focus on the KS1 boys in the Year 2 cohort (who had previously not reached the expected standard in phonics)</li> </ul>	Termly	SENCO SLT Class teachers	Time Data Books budget	<b>By April 2017</b> Planning shows vulnerable learners clearly and appropriate pace and challenge is evident. Pupils are on track to make individual progress targets. EH Planning and books demonstrate EH Learning walks challenge for all pupils.  <b>By July 2016</b> All learners have met individual progress targets.	<ul style="list-style-type: none"> <li>See monitoring and evaluation schedule (SDP )</li> <li>See pupil progress and attainment targets.</li> <li>HoS Report Progress to Governors</li> <li>Track data to hold teachers to account through PPM's</li> <li>Track impact of support in interventions on a termly basis.</li> <li>Lesson observations demonstrate appropriate content and challenge for boys writing,</li> <li>SLT to review targets</li> <li>SLT monitor impact</li> <li>Parent voice/pupil voice</li> <li>Texts available are suitable for boys.</li> </ul>	

<p><b>Fostering Good Relations</b>  To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.</p> <ul style="list-style-type: none"> <li>• Raise the profile of cultural learning across the curriculum.</li> <li>• Raise awareness of the East Sussex Community and the diversity within it.</li> <li>• Promote opportunities to participate in and respond positively to cultural events.</li> <li>• Make use of cultural images in PSHE and RE curriculum.</li> <li>• Invite representatives from different cultural groups to meet with children.</li> </ul>	<p>Term 1/2  2016/17</p>	<p>SLT  Curriculum leaders</p>	<p>Curriculum Plans  Curriculum policies    Time  money</p>	<p><b>By Jan 2017</b>  Ensure a PSHE and RE programme of study in place and being used which shows examples of cultural links and diversity</p> <p><b>By April 2017</b>  SLT monitoring shows pupils understand and appreciate a range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain  Pupils are aware of religious, ethnic and socio-economic groups in the local, national and global communities.</p>	<ul style="list-style-type: none"> <li>• See monitoring and evaluation schedule (SDP appendix 1)</li> <li>• SLT Monitor impact</li> <li>• SLT review Targets</li> <li>• Pupil voice.</li> <li>• PSHE/RE curriculum in place and established</li> <li>• Topics throughout the year involve some form of cultural element.</li> </ul>	
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