

Christ Church CoE Primary School

School Policy Document



EQUALITY OBJECTIVES 2023 - 24

Date Written	Sept 2023
Date Approved by Full Governing Body	Autumn 2023
Date of Next Review	Autumn 2024



Christ Church CoE Primary School

Annual Equality Objectives

2023-24

Objective/s	To ensure staff and pupils have a clear understanding of the protected characteristics and the relevance of British Values, which is highlighted in our high-quality PSHE / RSHE curriculum and wider school ethos.
Why	While equality, inclusion and diversity are implicit in the school ethos, we feel now is a good time to be more explicit in our teaching of these aspects of the wider curriculum. Our school community continues to grow in diversity and we want everyone in the school to feel welcome and valued by the rest of the school community. Staff need to have a strong understanding of equality and inclusion, and identify opportunities to teach this across the curriculum within the context of British Values and celebrating diversity.
How	The headteacher is taking part in an NCC support package to focus on this aspect; this will involve reviewing current provision and identifying possible improvements. Our new PSHE/ RSHE curriculum will ensure explicit teaching is included across school. This work will be incorporated into our school improvement plan (SIP) which will raise the profile of equality issues across the school.
Outcome	Staff will have a strong understanding of all aspects of equality and inclusion; and will ensure that this is incorporated in their classroom ethos and teaching. High quality PSHE lessons will ensure that all pupils have an age-appropriate understanding of equality issues; British Values will be taught consistently across the school.
Review	July 2024

2022-23

Objective/s	To improve our provision for families and children who are EAL / bilingual to ensure they get the best from the opportunities and teaching we provide.
Why	We have got an increasing number of multicultural families joining the school community, speaking a wide range of different languages. We are aware that our admissions process might not be particularly supportive for families who do not speak fluent English and want to ensure that we make a procedures and paperwork easier for EAL families. We feel staff need to develop confidence to support EAL pupils who join our school community.
How	Work with an advisor from NCC to review and update application / admissions forms and procedures; ensuring opportunities for admin staff to support completion of paperwork and accurate information about use of English at home is obtained. Begin to use the NCC assessment tool to help benchmark children's fluency in English if it is not their main language; use this to plan and implement specific language support / interventions, if required. Monitor pupil use / understanding of English through school.

Outcome	EAL families and pupils joining the school have planned support to make the transition easier. Staff will have a better understanding of the level of fluency in English, enabling them to provide more pertinent support / scaffolds. EAL pupils are not disadvantaged due to language barriers.
Review	<p>July 2023</p> <p><i>School admission paperwork was reviewed and updated; specific EAL documents created to enable admin staff to understand family English fluency. New admin team to review the effectiveness of this.</i></p> <p><i>Teaching staff have started to use the NCC toolkit, but this is time-consuming; we need to ensure support staff are familiar with the toolkit and confident in completing the assessment when new children start at the school. All staff are more aware of the potential barriers faced by EAL families, and are becoming more reflective on how they can help overcome these within their role (e.g. through use of scaffolds). Some staff have accessed training on identifying if there is a language barrier or if there is an SEND need; staff have a better understanding of this.</i></p>

2021-22

Objective/s	To ensure <u>all</u> children get the opportunity to close any gaps in their knowledge and understanding following the disruption to education caused by the pandemic.
Why	The ongoing disruption to our pupils' education is clear; many of our new children have got differing experiences of remote learning during the pandemic and we need to ensure that all children – no matter their identifiable group / protected characteristic – are not disadvantaged by this.
How	<p>Staff to appropriately assess children and identify gaps or where attainment has fallen behind during school closures.</p> <p>Teachers to adapt planning / curriculum to take into account various starting points of children in their classes – using knowledge of previous year / phase curriculum.</p> <p>Targeted interventions to be delivered to best address gaps in learning and ensure disadvantaged children have every opportunity to close the gaps.</p> <p>Knowledge of whole-child and wider family to help plan appropriate support for pupils – including where attendance / behaviour / mental health and emotional wellbeing are a factor.</p>
Outcome	Gaps in education caused by the pandemic have been reduced / minimised.
Review	<p>July 2022</p> <p><i>This was more effective with children / families who were known to staff; it was much harder to assess the impact of the lock-downs on the attainment of children who were new to the school as we were not always clear on their starting points, despite efforts to speak to previous teachers and access learning records. Increasing numbers of new pupils joining this year stretched support staff, and interventions had to be prioritised accordingly. Increasing numbers of EAL pupils has meant that this aspect will need to be a priority next year to enjoy they have equal access to our curriculum.</i></p>

2020-21

Objective/s	To minimise the impact of partial school closures on all children. To ensure full accessibility to our remote education provision. To provide remote and blended education that does not place individual pupils and families at a disadvantage.
Why	Following the disruption to education during 2020, we need to ensure that all pupils are able to access a quality curriculum whether in school or at home.
How	SLT to identify barriers to access and how to continue to support access to education. Review the remote / blended learning offer and ensure regular contact with and feedback from families about support required for inclusion. Provide technology and/or paper-based packs to support learning from home. Ensure families with limited English or literacy can access school or remote learning. Information will be translated for EAL families. Use catch-up funding effectively to help pupils access the full curriculum. Staff to work with individual families to over-come any specific barriers. Regular monitoring and evaluation of the quality of and access to remote / blended learning.
Outcome	All children have access to learning and any disruption to face-to-face learning has been minimised.
Review	July 2021 <i>Individualised / personalised approaches to home learning and face-to-face offer was possible due to small pupil numbers. The majority of children successfully accessed remote / blended learning. Additional support was delivered for the children who had struggled during lock-down; initially this had a social / emotional focus as children adjusted to coming out of lockdown. Where possible, academic interventions were delivered which accelerated pupil progress on their return to school.</i>