



Equality Objectives

2017-2019

Objective	Reason for Objective	Actions	Progress in 2016-2017
To reduce the attainment gap between boys and girls in Reading and Writing in all Key Stages.	Analysis of end of EYFS and KS1 data shows that there is a gap in attainment between boys and girls in Reading and Writing at EYFS and phonics in KS1. Historically this has also been an issue at the end of KS2.	<ul style="list-style-type: none"> <li>- Tasks and projects designed to engage boys in writing and texts selected with boys' interests in mind.</li> <li>- Banding of all books, including free readers, to allow greater scope for reading beyond the reading scheme.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater emphasis put upon staff to plan lessons that will promote writing for a purpose, particularly targeting the interests of boys.</li> <li>- Children are beginning to read for pleasure under the newly introduced 'Renaissance' scheme. This has allowed us to suggest books of interest that are in the children's ZPD.</li> </ul>
To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling.	In order for children to achieve their full potential, they need to believe that there is no limit to their ability to achieve.	<ul style="list-style-type: none"> <li>- Focus on Growth Mindset principles. Training for staff on Growth &amp; Fixed Mindset.</li> <li>- PPD on GM.</li> <li>- Differentiated tasks by way of challenge rather than labelling of children into LA, MA &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- All staff have attended GM staff meetings and some have attended off-site courses.</li> <li>- Children are not limited in their choice of challenge. Depending upon their own self-confidence, children will pick accordingly. Staff trained to encourage</li> </ul>

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To reduce prejudice and increase the understanding of other faiths and cultures through direct teaching across the curriculum and offer a rich range of experiences.	In order to prepare children to live within a vibrant, multi-faith and multi-cultural society, it is necessary for them to learn to appreciate and celebrate difference.  The changing intake within the school context has resulted in a wider variety of faiths and cultures in the school community.	<ul style="list-style-type: none"> <li>- Other faiths explicitly taught as part of RE curriculum.</li> <li>- Other faith speakers to carry out assemblies.</li> <li>- Opportunities for children to share cultural experiences, discuss backgrounds and significant cultural events/feasts.</li> <li>- Visits to other places of worship.</li> </ul>	<ul style="list-style-type: none"> <li>- Other faiths taught through RE curriculum.</li> <li>- Following significant religious festivals of other faiths, the children have been able to share experiences/food etc with staff and their peers.</li> </ul>

Approved by: Governing Body

Approved Date: October 2017

Review Date: October 2019

VERITAS

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