



Our Equality Objectives October 2017	
The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.	
Objective 1:	The equality objectives will be monitored:
To further reduce the progress gap between disadvantaged children entitled to the Pupil Premium in the school and those not experiencing such barriers to learning. The overall aim is for all children to achieve at least 6 steps progress in Literacy and Mathematics.	Half termly data analysis and tracking of all children, including disadvantaged children. Analysis of venn diagrams – AHTs to monitor all data. Provision maps to be updated regularly to ensure all disadvantaged children are receiving the right support and making expected progress. Classroom observations. Pupil voice questionnaires. Review of standards. Review and evaluation of the SDP.
Objective 2:	
All Special educational needs and disabilities children make accelerated progress in reading, writing and maths.	Monitor personalised planning and provision regularly. Monitor the impact of outside and in house SEND training for impact half termly. Monitor provision maps for reading, writing and maths. Classroom observations. Pupil voice questionnaires. ECM meetings, PM, data analysis, provision analysis. Review of standards. Review and evaluation of the SDP.
Objective 3:	
To further develop higher order Communication and Language skills throughout the curriculum. (SDP 2)	A school culture which promotes high levels of Standard English using correct grammar and ambitious/technical vocabulary. Planning across the curriculum to show speaking and listening opportunities being created through a range of strategies such as: gamification, teaching debate skills, show and tell, role-play, talk for writing, performance poetry, peer teaching etc). Monitoring of teachers and support staff demonstrating modelling and explaining ambitious and technical vocabulary. Children's verbal responses will be challenged and corrected by adults working within the setting, in order to achieve a higher level of communication and grammar skills. To adapt pupil voice questions to allow the responses to be more open-ended, which will enable a more robust assessment of speaking and listening. Staff training to be provided on strategies on effective speaking and listening strategies to be used in the classroom. *To consider setting up a debate society amongst Key Stage 2 to promote and enthuse children about high quality speaking and listening skills.