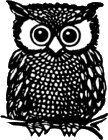
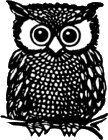
****BARHAM PRIMARY SCHOOL - EQUALITY OBJECTIVES**

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| **Our Equality Objectives**  **September 2018** | |
| 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 include all in our Rights Respecting Agenda; pupils, families, staff and the wider community.  To aim for a culture of ‘No Outsiders’ where all are of equal value whatever their ethnicity, race, culture, disability, religion, sexual orientation, gender, gender identity, economic circumstance or legal status is. | -Pupil voice  -Pupil survey  -Parent groups/classes/ surveys/ forums  -Open door policy  -Parent view  -Community feedback  -Curriculum Sampling/ moderations |
| **Objective 2:** | **The equality objectives will be monitored:** |
| To create speakers who are able to use higher order ***receptive*** and ***expressive*** language when articulating their understanding across the curriculum (SDP 4) | -Children articulate their learning effectively using topic specific technical vocabulary within lessons and to the wider school community (senior leaders, visitors, governors).  -Evidence of progress and increased attainment in speaking and listening through termly summative assessment data.  -Pupil Interviews will further demonstrate progress within pupils speaking abilities through higher quality responses.  -Lesson observations and Learning Walks show teachers and support staff modelling and explaining ambitious and technical vocabulary.  -Children within the debate society demonstrate and model their learning to wider school community through assemblies and competitions.  -The number of children receiving Speech and Language care plans will decrease.  -Communication Pyramid will be used to identify needs and levels of support for all children. |
| **Objective 3:** | **The equality objectives will be monitored:** |
| To close the gender gap with a forensic focus, by all staff, on raising boys’ attainment.  (In particular, SEND pupils, Gender imbalance in year groups, Boy/girl attainment) | -Refer to Year group action plans and evaluations  -Half termly data analysis and tracking of all children, including disadvantaged children.  -Analysis of venn diagrams – THTs 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 4:** | **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 – THTs 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. |

**Receptive Language** means the ability to *understand* information. It involves understanding words, sentences and the meaning of what others say or what is read. **Expressive language** is a broad term that describes *how* a person communicates their wants and needs. Expressive language means being able to put thoughts into words and sentences, in a way that makes sense and is grammatically accurate.

*\*Year on year, data analysis shows that while the majority of underachieving children do not necessarily belong specifically to particular groups, the majority struggle with mastery in the areas of receptive and expressive language and addressing this remains a school priority in order to continue to reduce inequality of achievement.*