## <u>Equality Objectives South Hams Federation of Schools 4 year plan – to be reviewed annually</u> (November 2018, 2019, 2020, 2021)

## Kingsbridge, Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools.

Objectives:	Specific actions (how?):	Responsibility of:	Success criteria:	Specific Monitoring	Impact: Check Review
To ensure that our disadvantage d pupils and those with physical and learning disabilities across the federation make progress that is line or better than their peers.	To differentiate planning and ensure all pupils have the opportunities to respond to high quality feedback. To ensure that AFL (Assessment for learning) in all curriculum areas and lessons informs the next steps for learning Implement	All teachers/HLTA'S and TA's All teachers/HLTA'S and TA's	Outcomes for all groups of pupils remain good or better over time.	Pupil Progress Discussions Learning Walks Book scrutinies for specific groups of dis-advantaged pupils. "In house" termly and half termly pupil tracking data shows progress for identified children is being supported and accelerated. End of key stage data (Statutory)	Attainment for all disadvantage d groups is broadly in line with their "in school" peers.

	focused interventions to "plug gaps" where necessary for identified pupils.	KS1/KS2 Leaders 1:1 Tuition teacher Class Teachers P.E Subject Leader Forest School Leader.			
To ensure	Use of the PSHE	PSHE Subject	All groups of	Planning	Curriculum
that all of the	Association	Leaders	pupils	Quality of work in books	entitlement
pupils within	Programme of	Key Stage Leaders	develop a	Display	evidenced
the schools	Study	Heads of School	deepening	Learning Walks	throughout
in the South			subject	Pupil/Parent Feedback	all
Hams	Continue to work	All Staff	knowledge	Community Involvement	curriculum
Federation	with the		across a range	Feedback	subjects and
develop	International	Exec Headteacher	of subjects to		within the
positive	Primary		ensure that		evidence of

attitudes	Curriculum to		knowledge		deepening
towards the	develop positive		learned		knowledge
diverse	attitudes towards		across the		building over
nature of the	difference.		curriculum		time.
school, local,			facilitates		
national and	Adhere to the		comprehensio		
global	Federation		n		
population.	Curriculum Map		and a		
	to ensure all		widening of		
	pupils develop		vocabulary		
	positive attitudes,		for all pupils.		
	key skills,				
	personal qualities		Ensuring a		
	and International		Cultural		
	Mindedness		Capital		
	through		entitlement		
	participation in		for all. Social		
	school, local,		justice for all.		
	national and				
	global events.				
To aim to	To ensure	Subject Leaders	A broad,	Monitor	Knowledge
ensure all of	delivery of a	Heads of School	balanced	planning/lessons/AFL/	and
our pupils	broad, balanced	Exec Headteacher.	cohesive	The planned and wider	vocabulary
become	cohesive		curriculum is	curriculum delivery to	has been
independent	curriculum that		delivered to	ensure that all pupils have	built

resourceful	meets the aims of	all groups of	equality of experience.	sequentially
learners for	our Equality	children		and over
life. To raise	Policy.	building,	Pupils respond positively to	time,
standards		knowledge,	a range of artistic, sporting	increasing
and		skills and	and other cultural	attainment
achievement		vocabulary to	opportunities provided for	and progress
throughout		ensure good	them.	for dis-
the school		progress over		advantaged
we aim to		time.	Pupils develop an	pupils.
ensure that			understanding and	
the provision			appreciation of the range of	
for pupil's			different cultures within	
spiritual,			school and further afield, as	
moral, social			an essential element of their	
and cultural			preparation for life.	
development				
enables				
pupils to be				
reflective				
about beliefs,				
values and				
more				
profound				
aspects of				
human				

experience, using their imagination and creativity, and developing curiosity in their learning. To ensure the physical	Audit of sites. Identify barriers	Training Days	SENCO Heads of	Exec Headteacher will monitor through	Increased progress and
environment	to	Shared good	School	discussions with	attainment
promotes	learning/moveme	practice sessions		pupils/stakeholders/specia	for
equality of	nt for pupils with	Discussion of	Caretaker	list advisors.	disadvantage
access and	physical	safeguarding	Endonation	Dupile have aqual against to	d pupils
entitlement for all pupils	difficulties.	situations as part of regular staff	Federation Business	Pupils have equal access to the curriculum.	especially those with
and staff.	Ensure all pupils	meetings	Manager	In- school/ federation Pupil	physical
	have access to all	meetings	manager	Tracking /IDSR will show	disability.
	areas of school	Staff planning	Executive	all groups making good	· · · · · · · · · · · · · · · · · · ·
	and learning	sessions to draw up	Headteacher.	progress and attaining	
	through the	a calendar of		highly and inline with their	
	modification of	events for dis-		peers.	
	learning	advantaged pupils.			

environments/		Staff can undertake their	
access to site.	Use of free SEND	roles successfully.	
	Inclusion		
	Development		
	programme		
	courses to highlight		
	reasonable		
	adjustments for		
	different groups of		
	pupils with		
	SEND/Disadvantag		
	ed		