

**Equality Objectives South Hams Federation of Schools 4 year plan – to be reviewed annually
(November 2018, 2019, 2020, 2021)**

Kingsbridge, Loddiswell, Marlborough 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 disadvantaged pupils and those with physical and learning disabilities across the federation make progress that is line or better than their peers.	<p>To differentiate planning and ensure all pupils have the opportunities to respond to high quality feedback.</p> <p>To ensure that AFL (Assessment for learning) in all curriculum areas and lessons informs the next steps for learning</p> <p>Implement</p>	<p>All teachers/HLTA'S and TA's</p> <p>All teachers/HLTA'S and TA's</p>	Outcomes for all groups of pupils remain good or better over time.	<p>Pupil Progress Discussions</p> <p>Learning Walks</p> <p>Book scrutinies for specific groups of dis-advantaged pupils.</p> <p>“In house” termly and half termly pupil tracking data shows progress for identified children is being supported and accelerated.</p> <p>End of key stage data (Statutory)</p>	Attainment for all disadvantaged 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 that all of the pupils within the schools in the South Hams Federation develop positive	Use of the SEAL PSHE Programme Continue to work with the International Primary Curriculum to develop positive	PSHE Subject Leaders Key Stage Leaders Heads of School All Staff Exec Headteacher	All groups of pupils develop a deepening subject knowledge across a range of subjects to ensure that	Planning Quality of work in books Display Learning Walks Pupil/Parent Feedback Community Involvement Feedback	Curriculum entitlement evidenced throughout all Curriculum Subjects and within the evidence of

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

<p>life. To raise standards and achievement throughout the school we aim to ensure that the provision for pupil's spiritual, moral, social and cultural development enables pupils to be reflective about beliefs, values and more profound aspects of human experience, using their</p>	<p>Policy.</p>		<p>building, knowledge, skills and vocabulary to ensure good progress over time.</p>	<p>Pupils respond positively to a range of artistic, sporting and other cultural opportunities provided for them.</p> <p>Pupils develop an understanding and appreciation of the range of different cultures within school and further afield, as an essential element of their preparation for life.</p>	<p>time, increasing attainment and progress for disadvantaged pupils.</p>
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<p>imagination and creativity, and developing curiosity in their learning.</p>					
<p>To ensure the physical environment promotes equality of access and entitlement for all pupils and staff.</p>	<p>Audit of site. Identify barriers to learning/movement for pupils with physical difficulties.</p> <p>Ensure all pupils have access to all areas of school and learning through the modification of learning environments/ access to site.</p>	<p>Training Days</p> <p>Shared good practice sessions</p> <p>Discussion of safeguarding situations as part of regular staff meetings</p> <p>Staff planning sessions to draw up a calendar of events for disadvantaged pupils.</p> <p>Use free SEND</p>	<p>SENCO</p> <p>Heads of School</p> <p>Caretaker</p> <p>Federation Business Manager</p> <p>Executive Headteacher.</p>	<p>Exec Headteacher will monitor through discussions with pupils/stakeholders/specialist advisors.</p> <p>Pupils have equal access to the curriculum.</p> <p>In- school/ federation Pupil Tracking /ASP will show all groups making good progress and attaining highly and inline with their peers.</p> <p>Staff can undertake their roles successfully.</p>	<p>Increased progress and attainment for disadvantaged pupils especially those with physical disability.</p>

		Inclusion Development programme courses to highlight reasonable adjustments for different groups of pupils with SEND/Disadvantag ed			
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