

	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 PSHE Association Programme of Study Continue to work with the International Primary	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.	Curriculum to develop positive 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 a Cultural Capital entitlement for all. Social justice for all.		deepening knowledge building over time.
To aim to ensure all of our pupils become independent	To ensure delivery of a broad, balanced cohesive curriculum that	Subject Leaders Heads of School Exec Headteacher.	A broad, balanced cohesive curriculum is delivered to	Monitor planning/lessons/AFL/ The planned and wider curriculum delivery to ensure that all pupils have	Knowledge and vocabulary has been built

<p>resourceful learners for 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</p>	<p>meets the aims of our Equality Policy.</p>		<p>all groups of children building, knowledge, skills and vocabulary to ensure good progress over time.</p>	<p>equality of experience.</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>sequentially and over time, increasing attainment and progress for disadvantaged pupils.</p>
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experience, using their imagination and creativity, and developing curiosity in their learning.					
To ensure the physical environment promotes equality of access and entitlement for all pupils and staff.	<p>Audit of sites. 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</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>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 /IDSR will show all groups making good progress and attaining highly and inline with their peers.</p>	<p>Increased progress and attainment for disadvantaged pupils especially those with physical disability.</p>

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