

Equality Objectives reviewed July 2025

Equality Objective	General duty/ Protected Characteristic	Responsibility	How we will achieve this	How we will measure this	Reviews July 23, 24 and 25
To help to close the vocabulary gap between the disadvantaged and the rest of the school community	Advance equality of opportunity/ All (especially those with additional needs in any area or who have a protected characteristic)	All staff lead by Emotional Well-Being Mentor, SENCo and head	We will focus resources on developing vocabulary for all our children, but especially those who are working below expected levels or are at a risk of falling behind. We will use a range of strategies such as pre-learning vocabulary for a topic, sending home vocabulary for children who would benefit and working with the Elklan trained staff members to support those children with the greatest speech and language needs.	Lesson observations will show that children are participating in class discussions more equally Progress data will show that children are making good progress from their starting points Pupil voice will show that pupils feel confident in participating in their lessons	2023: We have had a focus on vocabulary (see SDP 2022-23 action 2) in staff meetings and INSET. This has also been a topic included in MSA and TA meetings. Jane Sherwood and James Taylor have seen an increased focus in explaining vocabulary and getting children to use it, in lesson observations. 2024: We have refined our focus on vocabulary; new vocabulary is now discussed and displayed at the start of the lesson and referred to throughout the lesson. Lesson observations show that children are using this vocabulary during the lesson. We are using pre-learning to help targeted children be ready for a lesson, this involves teaching specific vocabulary. Pupil voice and teacher feedback shows that children feel more confident at participating in the lessons when they have had some pre-learning. 2025: We continue to work on ways to close the gap. Two TAs have dedicated time every week to deliver interventions in S+L and pre-learning. Children in receipt of PP have made progress in their learning – in the case of reading they made more progress than their peers.

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To ensure that resources used in school reflect diversity in our community	Advance equality of opportunity/ All (especially those with additional needs in any area or who have a protected characteristic)	All staff	Using the Andrew Moffat approach – staff to raise awareness of diversity in Modern Britain by regularly sharing and discussing a range of books reflecting diversity	Initially we will monitor the budget to check that diverse books are being purchased Then check through monitoring that these are being used regularly and displayed in class for access. Pupil voice discussions around these stories.	<p>2023:We have purchased books that reflect diversity and added these to our libraries. We are using the Andrew Moffat scheme called ‘No outsiders’ every term each class have a book to share which raises issues around diversity and inclusion and how important it is to include everyone. The first books have been well received and children have had some interesting discussions.</p> <p>2024: We have had a ‘different for different’ focus for some of this academic year – supporting children to understand why some children have a need for an intervention and why they themselves, might not need it. This will continue to be a focus 2024-25.</p> <p>2025: CPD delivered by Andrew Moffat, from No Outsiders for all teaching staff. Teachers had the opportunity to observe him teaching and attended a staff meeting delivered by him. New books have been purchased to update the scheme and provide more books for teachers to use.</p> <p>Whenever we buy books for the library, we look to ensure that they reflect diversity in the UK. We have an ex-librarian volunteer who is sorting through our out of date library books and now we are beginning to restock the library.</p>
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