

Equality - Key Objectives – Aut 2018 (Review Aut 21)

Objective 1: *to reduce the gender gap between girls and boys in Literacy in KS1 and EYFS at least in line with the National Average.*

Why we have chosen this objective:

- as results in previous assessments indicate that whilst attainment is good, girls attain better than boys by a larger gap

To achieve this objective we plan to:

- alter the environment of EYFS to make Literacy activities more readily available
- change timetabling to ensure outdoor provision (often favoured by boys) enables both quality opportunities for communication and Literacy activities
- Adopt 'Talk for Writing' project to engage boys in the writing process
- To target boys from EYFS through to Year 2 who are in danger of not making the necessary progress
- To ensure adequate provision is made to both support and encourage their progress

Progress we are making towards this objective:

EYFS - 2019/20 Reception cohort was 'boy heavy' with 18 boys and 12 girls. Boys actually outperformed girls from 78% (boys) to 75% (girls). The average nationally was 78% for girls and 65% for boys meaning boys had performed significantly better than the national average. The average points score for boys was 38.2% and for girls was 35.8 (National average for boys was 33.4 and girls was 35.8 again underling the good performance of boys)

EYFS - 2020/21 Reception cohort shows that there is a gap between boys and girls GLD with girls outperforming boys. This is an area where measures will need to be made in raising some boys progress in the Y1 class.

KS1 - KS1 Unvalidated Sats data for 2021 indicate that boys outperformed girls in Reading at the expected level but not at greater depth (Boys exp 84%; Girls exp 64% Boys GD 26%; Girls 36%. Progress measures suggest boys outperformed girls. In Writing, KS1 Unvalidated Sats data for 2021 indicate that boys outperformed girls in Reading at the expected level but not at greater depth (Boys exp 74%; Girls exp 64% Boys GD 11%; Girls 18%. Progress measures suggest boys and girls progress equally).

Objective 2: *Ensure British Values are prevalent throughout the curriculum and planning shows that they are fully embedded.*

Why we have chosen this objective:

- To evidence existing good practice and to identify potential gaps

To achieve this objective we plan to:

- 'British Values' to be a non-negotiable element of monitoring by subject leaders
- End of year evaluations to include the extend to which British Values are evident within the subject

Progress we are making towards this objective: as the curriculum is being developed, opportunities to embed will be taken next year after the rest of the curriculum has been fully developed. However, changes and improvements to PSE and RSE in both curriculum content and embedding of that content will improve some aspects of British values, especially in with regard to liberty and respect for others

Curriculum has been significantly altered in line with Government recommendations to better reflect the community we serve. All subjects now have an 'Rationale Statement' outlining how each subject both reflects our MAGIC ethos and reflects elements of SMSC and British Values as well as how the subject may link to our locality and community.

Further work on embedding into long term planning was planned for an INSET day but this was postponed several times but was eventually carried out in October 2021. Opportunities for embedding into long term plan done but now needs to be monitored

Objective 3: *Continue to ensure that suitable training is available for the teaching of pupils with visual impairment.*

Why we have chosen this objective:

- To successfully adapt a curriculum for a pupil with a visual impairment

To achieve this objective we plan to:

- Work closely with the VI team to access training and support
- Work closely with the VI team to access relevant resources
- Ensure key transition points are discussed in advance to ensure training of new staff involved is adequate

Progress we are making towards this objective: *new teacher now more familiar with ways of adapting resources and teaching with regard to child with VI; updated resources purchased in line with new curriculum AND in better supporting the use of braille and particularly the ease with which resources and work can be translated between English and braille and vice versa. Recent changes to staffing mean a previous teacher who has experience with working both with the VI team and the child is now in place.*

The child in question performs well in school and was assessed as Greater Depth in Reading, and Maths at the end of Y5 and was working towards Greater Depth in writing.