



THE BATT C.E. SCHOOL

The Batt C of E Primary School

Single Equality Policy

Equality Objectives 2018/19



Equality Objective	Actions required	Success Criteria
To increase the extent to which all pupils, including in particular those with protected characteristics as defined by the Equality Act, feel valued and confident, and in consequence more likely to achieve their potential.	<ul style="list-style-type: none"> <input type="checkbox"/> Further in-house training for teachers setting up groups, Gap analysis and other aspects of Target Tracker (TT) <input type="checkbox"/> Anti-bullying priority on the RAP (RAP 3.1) <input type="checkbox"/> Purchase further resources to support progress in Maths (RAP 4.3) 	<ul style="list-style-type: none"> <input type="checkbox"/> Raise achievement of KS1 & KS2 children in Maths - so 80% of children make 6 steps progress this year in each KS2 year group in Maths <input type="checkbox"/> To improve the progress of More Able pupils in Writing and Maths – so 20% of each class will be working at Mastery Level (RAP 4.2)
To narrow the gap between vulnerable groups of pupils and other pupils in access to homework support, and in this way to reduce or remove inequalities in attainment throughout the school, particularly inequalities relating to the protected characteristics listed in the Equality Act	<ul style="list-style-type: none"> <input type="checkbox"/> School to make homework packs available for those who need them. <input type="checkbox"/> Teachers prepare Pupil Profiles where necessary and share regularly with parents. <input type="checkbox"/> Transition arrangements for children with disabilities, medical needs and/or learning disabilities are carefully managed with support from outside agencies where appropriate. 	The school will have in place: <ul style="list-style-type: none"> <input type="checkbox"/> Pupil Profiles that focus on learning priorities <input type="checkbox"/> Regular analysis by staff and governors of needs for this group <input type="checkbox"/> Appropriate support and arrangements for children with additional needs have helped the children transferring schools.
Continue to improve percentage of good to outstanding lessons to ensure quality first teaching in all lessons	<ul style="list-style-type: none"> <input type="checkbox"/> Monitoring Cycle introduced in January 2018 to be further developed, including more focused learning walks and book scrutinies <input type="checkbox"/> Improved feedback to staff and governors in terms of data and quality of teaching and learning 	The school will ensure that: <ul style="list-style-type: none"> <input type="checkbox"/> Feedback to staff is strengthened as SLT responds to TT

Useful links

Statutory policies for schools:

<https://www.gov.uk/government/publications/statutory-policies-for-schools>

The Equality Act and Schools:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Equality and Human Rights Commission Guidance:

http://www.equalityhumanrights.com/sites/default/files/documents/EqualityAct/PSED/public_sector_equality_duty_guidance_for_schools_in_england.doc