

**Equality Objectives 2019 - 2023**

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
<p>Promote understanding and respect for differences.</p>	<ul style="list-style-type: none"> <li>• Celebratediversityduringwholeschool eventswhichinvolveMembersof Parliament</li> <li>• Continuetoembedopportunitiesinthe curriculum to look at a variety of cultures, using worldwide events or charities to further support this work.</li> <li>• Continue to embed the Chesterfield Values every half term through SMSC assemblies, Achievement Assemblies, Anti-bullying week and general behaviour for learning.</li> </ul>	<p>SLT, Learning mentors, MPs.</p> <p>All staff and pupils.</p> <p>All staff and pupils.</p>	<p>Half – termly meetings with MPs and Deputy Head.</p> <p>On-going</p> <p>On-going</p>	<p>Time for meetings.</p> <p>Cost of resource to support learning.</p>	<ul style="list-style-type: none"> <li>✓ The school ethos and curriculum continue to promote respect for the differences within the school and local community.</li> <li>✓ Greater understanding and respect for differences.</li> <li>✓ Issues are covered through lessons, assemblies and staff training</li> </ul>

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
<p>Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition.</p>	<ul style="list-style-type: none"> <li>• Ensure appropriate training is rolled out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils.</li> <li>• Monitor provision of resources.</li> <li>• Further enhance opportunities for parents to understand how to support their learning.</li> <li>• Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EAL pupils at all stages of English acquisition.</li> <li>• Develop detailed baseline assessment and regular tracking in order to identify additional needs/barriers to learning.</li> <li>• Interventions implemented where appropriate across a year group.</li> </ul>	<p>Senior Leadership Team, Middle Leaders, Teachers, Support Staff.</p>	<p>CPD for all staff</p> <p>Termly progress meetings.</p> <p>Termly achievement and progress data reported to LGB.</p> <p>Termly monitoring visits by the LGB.</p> <p>Termly visit from School Improvement Advisor</p>	<p>Time for meetings/plan training.</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> <li>✓ Effective and purposeful feedback for learning.</li> <li>✓ Improved outcomes of pupils new to English, particularly in EYFS and KS1 in core subjects.</li> <li>✓ Teaching and learning observations demonstrate a range of ways to meet the needs of pupils with EAL (use of resources, differentiated planning, focus groups, key vocab etc).</li> <li>✓ Clear progress in pupils' books identified through book scrutiny.</li> </ul>

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<p>To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.</p>	<ul style="list-style-type: none"> <li>• Increase opportunities for parents to learn alongside their parents</li> <li>• Revise job description of the</li> <li>• Further enhance opportunities for parents to understand how to support their learning.</li> </ul>	<p>Senior Leadership Team, Middle Leaders, Teachers, Support Staff, PSA</p>	<p>Termly progress meetings.</p> <p>Termly achievement and progress data reported to LGB.</p> <p>Termly monitoring visits by the LGB.</p>	<p>Time for meetings/plan training - PSA</p> <p>Cost of resources to support learning.</p>	<ul style="list-style-type: none"> <li>✓ Increased parental support</li> <li>✓ Improved outcomes of pupils new to English, particularly in EYFS and KS1 in core subjects.</li> <li>✓ Clear progress in pupils' books identified through book scrutiny.</li> </ul>