

Tackley CE Primary School - Equalities Objectives 2018 – 2019



These objectives are informed by the annual review of our Equalities Policy and Plan (available on the School Website) School Development Plan.

Equalities Objectives 2018-2019	Strategy	Success Criteria	Audit Sept 2019
<p>To diminish the difference between progress of SEN children in Maths and all other children</p>	<ul style="list-style-type: none"> • Ensure early identification of vulnerable learners through learning conversations and data analysis meetings with teachers • SENCo/TAs to complete Sandwell Maths assessment to identify gaps in learning • Planning for provision takes into account needs of SEND children – and identifies next steps needed • Marking / feedback promotes learning for all, and identifies next steps • Continue to ensure children to SEN are closely monitored (using Target Tracker) to check on progress • Target Tracker Gap Analysis tools are used to plan next steps for SEN children • Continue to promote and support high levels of attendance for SEN children 	<ul style="list-style-type: none"> • All children with SEN have a baseline Maths age established for their learning • Class teachers have learning dialogue with children about their Maths learning and what they identify as their barriers to learning • SEND children are enthusiastic about Maths and know their strengths and areas to work on • SEN children across school make comparable progress in Maths with all other children. • Attendance of SENC children is at least as good as other children. 	

<p>To diminish the difference in the progress of disadvantaged children in Writing and Maths</p>	<ul style="list-style-type: none"> • Early identification of children through pupil progress meetings who need additional targeted support, through quality first teaching or specific intervention during KS2. • Marking/feedback focuses clearly on next steps for all children • Monitoring focusses on learning conversations with PPG children establishing strengths in their learning and additional support they may need • Through staff development, and Continuing Professional Development identify key barriers to learning for PPG children with a focus on Maths and Writing. 	<ul style="list-style-type: none"> • PPG children’s progress is broadly similar to all other children 	
<p>For a greater number of children in high prior attaining group to make expected progress</p>	<ul style="list-style-type: none"> • Through ODST monitoring cycle audit provision for more able learners. • Make more able learners a priority as part of pupil progress meetings – discuss provision, next steps and additional support needed. • Target Tracker analysis tools to be used with staff to identify next steps and promote early support for any children at risk of not making expected progress 	<ul style="list-style-type: none"> • At the end of KS2 progress of children in high prior attainment group is at least comparable to national. 	

