



Curriculum Action Plan for Equalities

Leader: S. Hubbard

2022-2023

Focus 1: Equalities whole school data- To maintain a whole school record of data analysed termly into different ethnicities and gender to monitor the overall teaching and provision at Greenmount for every group of pupils in Reading, Writing and Maths. Data to inform target and intervention groups to work towards diminishing gaps in attainment. Eg EAL/ethnicity/Greater Depth/EAL

Focus 2: EAL- To monitor new arrival/new to English children who are new to the country or school. These children are to be assessed on the EAL Bells assessment framework termly, targets are to be put in place.

Focus 3: Attendance- To monitor the attendance of vulnerable groups of children and how this may be affecting them in education.

Focus 3: Parental Involvement across the whole of Greenmount- To work closely with parents by undertaking focus parental groups and coffee mornings. These involve developing stronger links with parents, particularly those who may be new arrivals to the country of the school. The coffee mornings also include parents informed by whole school data.

Focus 5: British Values and the School/Eco Council- To embed the School Council and Eco Councils here at Greenmount. For them to be involved in helping the community/fundraising for a specific charity with the children. Work across schools with assemblies to embed the understanding and practise of British Values.

Confidence
Learning
Independence
Motivation
Belief



| Focus 1- Equalities- whole school data | | | | Resources needed: Otrack | | | | | |
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| What we will achieve | How we will do this, with a focus on: To maintain a whole school record of data analysed termly into different ethnicities and gender to monitor the overall teaching and provision at Greenmount for every group of pupils in Reading, Writing and Maths. Data to inform target and intervention groups to work towards diminishing gaps in attainment. | Success milestones (half termly) | | | | | | Impact (Evidence based) | Lead people |
| | | Autumn 1 2022 | Autumn 2 2022 | Spring 1 2023 | Spring 2 2023 | Summer 1 2023 | Summer 2 2023 | | |
| Data analysed from Otrack every term into different groups including ethnicities/ gender. An overall picture of attainment at Greenmount and which groups of children excel and which need more support in | - | | | | | | | | Work with Alison Randall |
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| Reading, Writing and Maths | -Parental involvement- parental meetings for higher ability children/ homework for HA children? | | | | | | | | | |
| Teachers awareness of the attainment of different children in their classes/years | | | | | To be discussed and arranged. | | | | | |

| Focus 2 Local, National and Global Links | | | | | Resources needed: | | | | | |
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| What we will achieve | How we will do this, with a focus on: To embed local, National and Global links throughout school and the new inquiry-based curriculum as well as the School Council. | Success milestones (half termly) | | | | | | Impact (Evidence based) | Lead people | |
| | | Autumn 1 2021 | Autumn 2 2021 | Spring 1 2022 | Spring 2 2022 | Summer 1 2022 | Summer 2 2022 | | | |
| -Children will have more positive involvement in their local community. | <ul style="list-style-type: none"> - Global Partnership work planned throughout the school, with class Zooms and project work scheduled to take place throughout the school throughout the year. Continue with Close working with Nathan and Teachers at Rwanwange. - Eg the big draw, assembly involvement, scheduled Zooms, | | Whole school SDG are project took place with Rwanwange- Nov 2021 | The Great Bird Watch Rwanyange joined with assembly Zoom discussion planned for an took place in y5 | The Vicar presented 2 Easter assemblies. JK arranged to meet with the imam at the Mosuqe to organise close working with them. | Project work between year 1 and Kenya Jubilee art project- DW, with the care home and Rwanyange . Art to be displayed at the Care Home | British Council monitoring Meeting on getting a group of ladies from Ghana in do to a chocolate workshop with Y1 | <ul style="list-style-type: none"> -Assessment through pupil interviews both in Kenya and Greenmount to show views and impact of Global Learning. -Children to develop skills such as recognising power and equality, develop personal views on the world, empathy and become critical thinkers- | S.Hubbard | |

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| <p>Children will see themselves as Global citizens, to have forged partnerships with children from link school in Kenya.</p> <p>Children will have more awareness of global issues and how their actions effect the world</p> | <ul style="list-style-type: none"> - Community involvement with the local Church and the Vicar. -Visits to and from the Church at points throughout the year. -Visits from local people in the area eg the Vicar, Imam and the local Mosque. - Involvement in Beeston in Bloom | <p>Harvest Festival, Scarecrow-sept 2021</p> <p>Vicar Alistair organised a harvest festival assembly</p> | <p>Met with J.K and encouraged him to organise class trips to the Church for Xmas time- Years 5 and 6</p> | | <p>Rwanyange have been on school holidays zooms scheduled for year 1 this half term.</p> <p>Rwanyange joined in with SDG assembly on Zoom</p> | <p>Eco day planned by Eco Council?</p> <p>Link with local Mosque to be completed</p> | <p>Year 1 visited the Church in their RE lessons</p> <p>Fairtrade competition to celebrate Leeds as a Fairtrade city- winners in y4, won prizes and visited the Mayor.</p> | <p>Evidenced by project work of children.</p> <p>-Development of the 'Culture Capital' throughout the school, developing the whole child to be a good citizen and inspired to help to make the world a better place.</p> <p>-Changing opinions of the older generation.</p> | |
| | <ul style="list-style-type: none"> - Intergenerational Linking programme- Links to local Care Home and plan and undertake project work with year 5, at some points in the year involve other classes too. | <p>Louise from Intergenerational link programme came and undertook initial workshop with year fives.</p> | <p>Money/gifts raised for Secret Santa for care home- gifts delivered</p> <p>Zooms planned with Care home and to plan project further</p> | <p>Zoom calls took place between yr5 and care home.</p> | <p>Scheduled zoom calls to care home rescheduled between yr5 and the care home to discuss yr5 recent project.</p> <p>Care home residents took part in a design an Easter gee competition- winners given a prize.</p> <p>School Council took</p> | <p>Possibly Jubilee party and art project</p> | <p>Year 5 visited the care home for the summer party.</p> <p>Maths stars of the week visiting the care home for a session of bngo.</p> | | |

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| | | | | | gifts down to Care home at Xmas | | | |
| | -Parental involvement- updating of newsletters/fundraising ect. | | Parental newsletter updated for work with Kenya and Pennington Court | Colour day organised by School Council- funds to Kenya | Coffee mornings to target different ethnicities and parent inclusion | Trial Coffee mornings to be completed. | Updated newsletters | Trial coffee mornings for Eastern European parents. |
| | -Possible fundraiser with Kenya for sustainable resources for Kenya and Meru community. | | | Fundraiser by School Council | Rwanyange purchased chickens to use eggs ect for school community. | | | |
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| Focus 3 School council | | | | Resources needed: | | | | | | |
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| What we will achieve | How we will do this, with a focus on: To embed the School Council here at Greenmount. To be involved in helping the community/fundraising for a specific charity with the children and to work towards the Eco- Schools Green award whilst promoting British Values. | Success milestones (half termly) | | | | | | Impact (Evidence based) | Lead people | |
| | | Autumn 1 2021 | Autumn 2 2021 | Spring 1 2022 | Spring 2 2022 | Summer 1 2022 | Summer 2 2022 | | | |
| School Council will be a key | Assembly at the beginning of Autumn 1 to promote School Council elections. All classes | Assembly Done-Y1,2,3 Y4,5,6 | School Council briefed in assembly by GM | | | | | -Pupil interviews to show their understanding of the | G. McDonald S.Hubbard | |

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| <p>part of Greenmount life. They will be at the forefront of the Greenmount community and we will continue to develop whole school understanding and involvement with the running of the School Council.</p> | <p>Hold School Council elections in the first two weeks of Autumn 1. Ensure School Council is diverse and includes PP and SEND pupils as well as an even mixture of boys and girls. Every member to have a specific position.</p> | <p>Election held and members chosen- badges given out in Assemblies.</p> | | | | | | <p>School Council and why it is in place.</p> <p>-Evidence of School Council meetings that have taken place.</p> <p>-End of year Teacher questionnaire to show changing perspectives.</p> |
| | <p>Hold School Council meetings monthly to discuss the aims of the Council and how they will be met. Meetings to be led by Year 5 and Year 6 pupils with a teacher there to supervise.</p> | <p>Meeting 5.10.21</p> | <p>Meetings 2.11.21 7.12.21</p> | <p>Meetings 11.1.21 01.02.22</p> | <p>Meeting 01.03.22</p> | <p>Meeting 26.04.22</p> | | |
| | <p>Conduct teacher questionnaire (Google forms) and pupil interviews (in groups) to understand perceptions of School Council at the beginning and the end of the school year.</p> <p>After every School Council meeting, the School Council reps – (1 in Year 4/5/6 and 1 in Year 1/2/3) will deliver messages and plans in the next phase assembly to ensure whole school is aware of the councils plans.</p> | <p>Teacher Questionnaire sent out and completed</p> | | | | | <p>Another questionnaire planned to show impact?</p> | |
| <p>Whole school to become more involved in the local and global community. Children will learn about how they can help their community and why it is important for us to be globally responsible.</p> | <p>Council to organise events every half term. 3 charity events and 3 school enjoyment events (e.g. school trip, Greenmount's got Talent)</p> <p>School to raise money for one global charity, one local charity and in support of our Kenya link School. Events to happen once a term and to be organised by School Council.</p> <p>Eco-Days termly to raise awareness of how the school community can be more environmentally responsible.</p> | <p>School Council formed and to ask whole school what clubs they would like to take place this half term</p> <p>Global Goals- Big Draw competition</p> | <p>School council to come up with ideas to raise money for Rwanyange School in Kenya.</p> <p>Marien Conservation Day planned by the School Council.</p> <p>Year 3 sent videos to Kenya to show them what life is like in Leeds.</p> | <p>Colour day, planned and organised by the School Council</p> <p>School Council researching and planning a local charity to raise money for.</p> | <p>Fundraising for Yorkshire Air Ambulance organised by School Council</p> | <p>-Evidence of events organised with children involved in an inquiry based way.</p> <p>-Interviews of children about how they can be environmentally responsible.</p> | | |

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| Focus EAL | Resources needed: |
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| What we will achieve | How we will do this, with a focus on: To ensure that all EAL and new arrival children have assessments and targets in place and reviewed and to ensure progress of all groups including disadvantaged pupils are closely monitored to diminish gaps. | Success milestones (half termly) | | | | | | Impact (Evidence based) | Lead people |
| | | Autumn 1 2021 | Autumn 2 2021 | Spring 1 2022 | Spring 2 2022 | Summer 1 2022 | Summer 2 2022 | | |
| <p>All EAL/new arrival children and families at Greenmount will be welcomed to the school with translated welcome booklets and communication cards.</p> <p>Every child with an additional EAL need will be tracked and assessed using the Bells assessment framework. New targets will be set termly.</p> <p>Evidence of appropriate targets been met</p> | -Teachers to be supported when undertaking the Bells EAL Assessment | Teachers informed of EAL children in their new classes | Support and targets put in place | | Teachers emailed- meetings scheduled to discuss EAL children and their targets. | | | - Transition process | S. Hubbard |
| | -Moderation between the Bells Assessment grades to take place amongst staff members | | | | | | | -Each classroom at Greenmount to be inclusive and celebratory of different cultures and ethnicities | E.Benatmine |
| | -Sharing of good practise regarding EAL children. Are classrooms inclusive? Are Teachers aware of their classes ethnicities/languages? | | | | | LLFL- Good practise with EAL children course began. | Completion of EAL course | -Evidence of the completed Bells assessment framework grid for each EAL pupil. | |
| | | | More to be done here | | | Coffee mornings to target different ethnicities and parent inclusion | Language of the month on website EAL audit around school- How inclusive is our environment? Library contact for EAL resources | -Case studies and evidence of work each term. -Moderation between EAL grades | |
| -Meet with Teachers of specific EAL children to oversee the Bells Assessment framework. Meet with Teachers every term to discuss progress and next steps for specific EAL children. | | This was undertaken end of Autumn term | | | Meetings scheduled Each EAL child has a file on the Onedrive that has evidence of their writing and targets for each half term. | | | | |

