

Curriculum Action Plan for Equalities

Confidence

Motivation

Independence

Learning

Belief

Leader: S. Hubbard (S Ackroyd cover)

Success

2024-2024

Focus 1: Equalities whole school data- To analyse termly data 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/

Focus 2: EAL- To support and monitor new arrival/new to English children who are new to the country or school, focusing provision in the classroom, supporting teachers and support staff with resources and how children can access the curriculum.

Focus 3: Attendance Parental Involvement across the school - To monitor and improve the attendance of vulnerable groups children and how this may be affecting them in education. 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, the school or those who are in vulnerable groups. To increase the engagement of parents through focus group mornings

Focus 4: British Values and continue with school/eco council work- To work across schools with assemblies to embed the understanding and practise of British Values. To raise the profile of British Values at Greenmount and to develop staff and pupil knowledge and understanding of Equality and British Values.

Focus 5: To continue to build community links and increase cultural capital - To strengthen community cohesion through an enhanced, wider curriculum which extends beyond the academic, Supporting pupils to be confident, resilient and independent.

Resources needed: Otrack Focus 1 - Equalities- whole school data How we will do this, with a focus on: To Success milestones (half termly) maintain a whole school record of data analysed termly into different ethnicities and gender to monitor **Impact** What we Lead the overall teaching and provision at Greenmount for Autumn Autumn Spring Spring Summer Summer (Evidence based) will achieve every group of pupils in Reading, Writing and Maths. people 1 2 2 1 2 2023 2023 2024 2024 2024 2024 Data to inform target and intervention groups to work towards diminishing gaps in attainment. Otrack data to be analysed with children's names Data analysed included. Trends to be noted on ethnicity groups that are from Otrack achieving on track or below. every term into different groups -A list of children working at greater depth also to be including noted and subject leaders informed of these children. ethnicities/ -A completed list of children who are working below, gender/EAL/Grea attendance also noted and trends to be analysed. ter Depth. Keep all staff regularly updated with target groups An overall picture of Closely tracking and monitoring data to be fed back to class teachers. Are groups of children well represented attainment at through their involvement in after school clubs, School Greenmount and Council ECT. which groups of Parental involvement/focus groups and attendance of children excel these groups tracked and which need Pupil progress meetings data sharing with teachers more support in Reading, Writing and Maths Teachers awareness the ethnicities in their classrooms. How represented are they in school? Role models for these groups. **Teachers** awareness of the attainment of different

children in their	•				
classes/years					
and					
interventions					
arranged.					

Focus 2 EAL/N	lew Arrivals		R	esources i	needed:				
	How we will do this, with a focus on:		Succ	ess miles					
What we will achieve	To focus provision in the classroom, supporting teachers and support staff with resources and how children can access the curriculum.	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024	Impact (Evidence based)	Lead people
All EAL/new arrival children	-Teachers to be supported when undertaking the Bells Assessment framework with EAL/New Arrival children. Support ECT on how to assess EAL children.								
Greenmount will be welcomed to the school with	Year 1 – Year 2 – Dominic, Sallahuddin, Samar Year 3 – Alex, Ali, Ana-Maria Year 4 - Year 5 – Hessa year 6 –								
booklets and communication	Equalities lead to observe EAL children in the classroom in Literacy and Maths								
cards. Every child with	-Online OneDrive file with evidence of writing to show progress over the year for this group of children,								
need will be racked and	-Sharing good practise of teaching EAL children- Are classrooms inclusive								
assessed using he Bells assessment	-New arrivals to the country or school to be supported with translated welcome booklets/flashcards to assist with communication for the settling in period.								

	Equalities lead to meet with class teachers each term to				
	discuss the children who are EAL and working on the Bells				
	Assessment framework and to set targets for these				
	children.				
	Equalities lead to visit other schools with high mobility to				
	support teachers with new to English pupils.				
make progress as					
tracked by the					
Bells Assessment					
Framework					
Evidence of					
annronriate	Equalities lead to research methods in which new to				
toracta book	English children have access to the curriculum. – apps,				
met, with	booklets etc				
evidence of					
work.					
Ensure New to					
English pupils are					
well supported in					
class and can					
access the					
curriculum					
appropriately.					
	I				l .

Focus 2 To monitor and improve the attendance of vulnerable groups of children and how this may be affecting them in education.

Resources needed:

	How we will do this, with a focus on:		Success milestones (half termly)						
What we	How attendance may be effecting the attainment of different groups throughout the school.	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024	Impact (Evidence based)	Lead people

vulnerable groups to be monitored along with	Vulnerable groups of children who are working below to be included in intervention groups.				
specific children's attainment in Literacy/Writing and Maths	-Parents of these children to be targeted to attend parent meetings/coffee mornings/focus groups and to be offered more support.				
Groups to be monitored throughout the year, data to inform target groups for					

Focus 3: Parenta	cus 3: Parental Involvement across school					Resources needed:						
What we	How we will do this, with a focus on: 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, the school or those who are in vulnerable groups. The parents invited will be chosen based on in school data.	Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024	Impact (Evidence based)	Lead people			
courses offered	-From the analysed termly data, targeted parents will be invited to attend a coffee morning to talk about their children's learning and to strengthen relationships with the school. Coffee mornings and agendas to be planned and scheduled with relevant staff to take place each half term throughout the school year.											

	Work closely with new family support team to ensure				
par circar correc	families involvement is inclusive.				
mornings.					ļ
Data to inform					
target parents					
of children who					
are					
underachieving					
in the key					
curriculum					
areas such as					
Reading,					
Writing and					
Maths					

Focus 4: British \	ocus 4: British Values / school-eco council					Resources needed:						
	How we will do this, with a focus on: To embed the School Council and Eco Council here at Greenmount. For them to be involved in helping the community/fundraising for a specific charity with the children. And to work across the school to embed the understanding and practise of British Values.		Suc	cess milest								
What we will achieve		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024	Impact (Evidence based)	Lead people			
-Children's voices to feel respected	-School Council members to be elected democratically.(including KS1)											
•	Eco council to continue to work towards RSPB award.											
-Staff and	-Half termly assemblies to be done by SA and DH to introduce the British Values and the meanings behind them											

a better	-Half termly School Council and Eco Council meetings to				
understanding	take place.				
and practice the					
British Values in	-Local and global fundraising/themed days to be planned				
day to day life.	and undertaken by the School Council and Eco Council.				
	Baseline interviews/questionnaires -Autumn 2 of the				
British Values	knowledge of British Values by staff and pupils.				
Ambassadors	Focus on tolerance, individual liberty (from data from				
1 1 1 1	questionnaire from sum1 2024)				
half term for	44555577447577				
practising that	British values celebration event in Spring 1.				
value.					
	Staff meeting on What are the British Values and what				
	they look like at Greenmount,				

Focus 5:	ocus 5:					Resources needed:						
	How we will do this, with a focus on: creating links with other schools, re-establishing links with Kenyan school. Support peoples links with community and create strong aspirations through role models.		Suc	cess milest	Impact							
will achieve		Autumn 1 2023	Autumn 2 2023	Spring 1 2024	Spring 2 2024	Summer 1 2024	Summer 2 2024	(Evidence based)	Lead people			
	To establish links with schools with a contrasting community and school context through the linking schools project. To continue links with the Kenyan Primary School			Aspirations week								
curriculum												

	Inspirational role models to visit school including				
	Paralympians, sport's professionals, mountaineers				
resilient and	linked to our class names.				
independent.	To continue to build community links with local				
	businesses, religious leaders and volunteers				
School provides a	through our Culture on the Doorstep project.				
wide range of	To continue links with the local care home				
opportunities to					
nurture, develop					
and stretch					
pupil's talents					
and interests.					