



**Equalities Objectives  
2020-2021**

<b>Equalities Objective</b>	<b>School Context</b>	<b>Action</b>
<p><b>To promote an understanding of a rich and diverse society through a broad and balanced curriculum immersed in the celebration and exploration of diversity.</b></p>	<p>Wylam First School is situated in a predominantly white, professional community in semi-rural Northumberland. Opportunities to mix with members of diverse groups and experience a diverse range of cultures is limited.</p>	<ul style="list-style-type: none"> <li>● Full review of the current curriculum to ensure that a diverse range of voices are studied.</li> <li>● Review of the current RE, RHE and PSHE curriculum to ensure that pupils understand and can talk about diversity in their society and beyond.</li> <li>● Increase the diversity of visitors to school to broaden pupils' understanding of diversity and tolerance.</li> <li>● Promote our equality and diversity texts that are situated in each class library - celebrating the different voices.</li> </ul>
<p><b>To increase the extent to which all pupils in particular those with special educational needs feel valued, confident and academically challenged, working within an inclusive environment, and in consequence achieve to the best of their ability.</b></p>	<p>Currently 10% of pupils at Wylam First School have been identified as having a special educational need.</p>	<ul style="list-style-type: none"> <li>● Class teachers to identify their individual class context which includes the impact of COVID.</li> <li>● Evaluate the classroom environment to ensure that it is inclusive and supportive of the class context.</li> </ul>

		<ul style="list-style-type: none"> <li>● Whole staff training on zones of regulation, sensory seeking behaviours, attachment and ADHD</li> <li>● Quality First Teaching - refocus on support and challenge for all</li> </ul>
<b>To implement a high quality 'catch up' plan to remove the barrier cause by the Impact of COVID</b>	<p>School has identified that COVID lock downs has impacted on a % of pupils in a number of ways:</p> <ul style="list-style-type: none"> <li>● Gaps have opened between those who attended school and those who did not</li> <li>● Disadvantaged pupils, who did not attend school are currently not meeting their in school targets</li> <li>● Increased barriers to learning for some pupils due to anxiety and social issues</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of catch up plan and focused intervention to close gaps</li> <li>● Implement circle time, outdoor learning, well-being activities to support pupils</li> <li>● Liaise closely with parents and external agencies where appropriate</li> </ul>
<b>To increase staff understanding of equality and its implications on a day to day basis, and in this way to reduce or remove inequalities in attainment throughout the school with a focus on increasing outcomes for boys writing, girls maths and outcomes for disadvantaged pupils.</b>	<p>In school data shows that:</p> <ul style="list-style-type: none"> <li>● A higher % of girls reach depth in writing than boys</li> <li>● A higher % of boys achieve depth in maths than girls</li> <li>● A higher % of non-PP pupils achieve exp+ that pp pupils</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent focus on Talk for Writing across the school to support boys writing</li> <li>● Focus on writing development in EYFS</li> <li>● Focus on Quality First Teaching in Literacy</li> </ul>