



Equality Objectives 2019 - 2023

Objective	Action to be Taken	By Whom	Timescale	Resources	Impact
Promote understanding and respect for differences.	<ul style="list-style-type: none"> •Celebrate diversity during whole school events which involve the Members of Parliament • Continue to embed opportunities In The curriculum to look at a variety of cultures, using worldwide events or charities to further support this work. •Continue to embed Fern House Values every half term through SMSC assemblies, Achievement Assemblies, Anti Bullying week and general behaviour for learning. 	<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 Resources to support learning.</p>	<p>The school ethos and curriculum continue to promote respect for the differences within the school and local community.</p> <p>Greater understanding and respect for differences.</p> <p>Issues are covered through lessons, assemblies staff training</p>
Improve provision for pupils for whom English is an additional language,	<p>Ensure Appropriate Training Rolled Out throughout the year to support teachers in the delivery of teaching and learning for EAL pupils.</p> <ul style="list-style-type: none"> • Monitor Provision Of Resources. 	Senior Leadership Team, Middle Leaders, Teachers, Support Staff.	<p>CPD for all staff</p> <p>Termly progress meetings.</p>	<p>Time for meetings/plan training.</p> <p>Cost Of Resources To</p>	<p>Effective and purposeful feedback for learning.</p> <p>Improved</p>



<p>particularly new arrivals at the early stage of English acquisition.</p>	<ul style="list-style-type: none"> • Further enhance opportunities for parents to understand how to support their learning. • Develop rigour of identification, assessment monitoring, evaluation of provision and outcomes of EALpupilsat all stages of English acquisition. • Develop Detailed Baseline Assessment and regulartrackinginordertoidentify additional needs/barriers to learning. • Interventions implemented where appropriate across year groups 		<p>Termly achievement and progress data reported to LGB.</p> <p>Termly monitoring visits by the KGB.</p> <p>Termly visit from School Improvement Advisor</p>	<p>support learning.</p>	<p>Outcomes Of pupils new to English, particularly in EYFS and KS1 incore subjects.</p> <p>Teaching and learning observations demonstrate a range of ways to meet the needs of pupils withEAL (use of resources,differentiated planning, focus groups, key vocab etc).</p> <p>Clear Progress In Pupils' books identified through book scrutiny</p>
<p>To review levels of parental and pupil engagement in learning and school life, across all</p>	<p>Increase opportunities for parents to learn alongside their parents</p> <ul style="list-style-type: none"> • Revise job description of the further enhance opportunities for 	<p>Senior Leadership Team, Middle Leaders, Teachers, Support Staff, PSA</p>	<p>Termly progress meetings. Termly achievement and progress data reported to LGB.</p>	<p>Time for meetings /plan training - PSA</p>	<p>Increased parental support ImprovedOutcomes Of pupils new to English,</p>



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<p>activities to ensure equity and fairness in access and engagement.</p>	<p>parents to understand how to support their learning</p>		<p>Termly monitoring visits by the KGB.</p>	<p>particularly EYFS and KS1 core subjects.</p> <p>Clear Progress In Pupils' books identified through book scrutiny. 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. Termly progress meetings. Termly achievement and progress data reported to LGB. Termly monitoring visits by the KGB. Cost of resources to support learning.</p>
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