



Equality Action Plan 2022/2023

Thorpepark Academy

Equality objectives
To promote understanding and respect for differences and raises awareness of cultural capital
To provide training for all staff and governors on equality and diversity
To eliminate unlawful discrimination
To reduce the % of persistent absences and lateness, especially SEND and vulnerable cohort
To introduce targeted intervention in reading, writing and maths so that all pupils can achieve
To improve assessment, tracking and early identification and intervention in phonics to ensure all pupils keep up

Aim	Specific Actions	Responsible	Budget	Timeframe	Monitoring/ impact
To promote understanding and respect for differences and raises awareness of cultural capital	<p>Follow Jigsaw curriculum</p> <p>Promote British values and SMSC through</p> <ul style="list-style-type: none"> - School life events - School council - Thorpepark 50 - Assembly focus for jigsaw and safe guarding - Identified opportunities within the curriculum <p>Promote a range of beliefs</p> <ul style="list-style-type: none"> - Festivals in yearly timetable - 3x RE day with a focus on additional religion by year group 	<p>HT, Assistant Headteacher, PSHE co-ordinator</p> <p>All staff to plan and embed</p> <p>RBV lead</p> <p>Curriculum lead</p>	<p>Allocated tri/experiences for TP50 budget</p>	<p>Weekly jigsaw</p> <p>Yearly review</p>	<p>Proposed impact – greater understanding about differences</p> <p>Issues are covered through lessons, assemblies and training</p>
To provide training for all staff and governors on equality and diversity	<p>Online safety CPD (This must be updated to stay in line with changes in technology)</p> <p>Safeguarding updates half termly or when needed if before</p>	<p>HT, safeguarding lead</p>	<p>Free training when needed</p>	<p>Updated safeguarding newslette</p>	<p>Proposed impact – al staff and governors aware</p>

	Use opportunities as they arise to offer training	All staff		rs termly January (online)	of new and relevant training
To eliminate unlawful discrimination	Lessons to raise awareness of racism, gender, ethnicity, economic condition, disabilities and religions in RBV	RBV co-ordinator Curriculum coordinator		Half termly	
To reduce the % of persistent absences and lateness, especially SEND and vulnerable cohort	<p><u>Listen and support pupils and families</u></p> <ul style="list-style-type: none"> • Through weekly monitoring of attendance % early support/ targets to be introduced to pupils and parents informal (recorded on CPOMS) • Revise letters and postcards so all parents regularly informed regarding child’s attendance • Through monthly newsletter and welfare support leaflets raise profile for parents to seek support if child is reluctant to come to school. • Develop monthly coffee morning to focus on promoting attendance <p><u>Facilitate support</u></p> <ul style="list-style-type: none"> • Support/ family attendance plan format revised to ensure inline with DFE guidance • Ensure all staff are aware that a child/family is on a support plan for attendance and their part in the plan 	<p>HoS/ DNahar</p> <p>SMT</p> <p>DNahar/ HoS SMT</p> <p>HoS/ DNahar</p> <p>Welfare team/ DNahar</p>		<p>Monthly</p> <p>Monthly</p> <p>September Ongoing</p> <p>Ongoing</p> <p>Monthly</p>	

	<ul style="list-style-type: none"> Clear advice given to parents regarding policy and practice – develop short information postcards so parents understand policy <p>Monthly overview of families on attendance plans and rag rate if successful.</p>				
To introduce targeted intervention in reading, writing and maths so that all pupils can achieve	<ul style="list-style-type: none"> Identify pupils falling behind and put interventions in place. Assessment lead to collect data and feedback to staff. Identify pupils who didn't achieve and target for tutoring programme. Assessments to be carried out half termly and monitored by Assessment lead <p>Introduce SATs companion to year 6. Year 6 staff to ensure work is set to target gaps. Year 6 leader and assessment lead to monitor usage</p>	<p>Year group leaders</p> <p>Assessment leader</p> <p>Assessment leader/ Year 6 leader/teachers</p> <p>RWM coordinators</p>	Release time for staff	<p>Sept/Oct</p> <p>Sept Half termly</p> <p>Ongoing</p>	
To improve assessment, tracking and early identification and intervention in phonics to ensure all pupils keep up	<p>Summative assessments</p> <ul style="list-style-type: none"> Design individual pupil summative assessment Introduce format to all staff through staff training Staff to use format with in practice SMT/Phonic leader to check summative assessment used correctly and in place and addresses future learning <p>Formative assessments</p> <ul style="list-style-type: none"> Design formative class assessment sheet to be used for each lesson 'daily'. This is focusing on keep up, rather than catch up. Staff to implement new formative assessments into daily practice 	<p>Phonic leader</p> <p>Phonic leader</p> <p>Teachers/Tas SMT/phonics leaders</p> <p>Phonic leader</p> <p>Teachers/Tas</p> <p>SMT/Phonic leader</p>	<p>Phonic leader release time 1 day (RIO)</p> <p>Phonic leader release time ½ day</p>	<p>July 2022</p> <p>September</p> <p>Sept onwards</p> <p>November</p> <p>July 2022</p> <p>Sept onwards</p>	

	<ul style="list-style-type: none"> • SMT/Phonic leader to check formative assessments used and how intervention takes place that day. <p>Intervention</p> <ul style="list-style-type: none"> • CPD for support staff to focus on delivering effective intervention through using phonic flow chart intervention. • Peer on peer observations and coaching sessions planned to upskill less experienced staff. • Phonic leader to continue to keep up to date with any new interventions from Pearson. <p>Informal practice to target individuals</p> <ul style="list-style-type: none"> • CPD in September to identify ways informal practice can be used throughout the day to embed phonic knowledge. (Keep up, not catch up). • Staff questionnaire how using informal practice is impacting. • Phonic leader/SMT to identify particular pupils that need Keep up, not catch up and evaluate opportunities throughout the day and week. Parents given information to support at home for particular GPC (grapheme, phoneme, correspond) 	<p>Phonic leader</p> <p>SMT/Phonic leader Phonic leader</p> <p>Phonic leader Teachers/TAs</p> <p>Phonic leader</p> <p>Phonic leader/ SMT</p>	<p>Cost of CPD for whole school 30 mins</p> <p>Could be cost for training Pearson</p> <p>CDP cost</p> <p>Phonic leader release time ½ day (RIO)</p> <p>Cost of paper/ printing £100</p>	<p>November</p> <p>Sept</p> <p>October</p> <p>Ongoing</p> <p>September</p> <p>October</p> <p>October</p> <p>September ongoing</p>	
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