

Our aim is to ensure in all aspects of its work Sauncey Wood Primary School celebrates diversity and challenges discrimination and in doing so has a positive impact on shaping the values of its community and contributes positively to all aspects of social cohesion.

Aspect	Evaluation
<p>Regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability, and act on patterns in the data that require additional support for pupils.</p>	<p>We ensure equality of access for all pupils to a broad and balanced curriculum, Removing barriers to participation where necessary. An increase in refugee pupils has been supported by continued recruitment of a Ukrainian TA.</p> <p>We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills. We also ensure children from all groups are challenged to reach higher levels.</p> <p>Our attainment records, including attainment and progress of vulnerable groups are monitored regularly. Our own Assessment framework is supporting the monitoring of children’s progress closely so staff can adapt teaching and plan for intervention to meet our children’s needs.</p> <p>Attendance data is scrutinised, with specific regard to vulnerable groups and parents contacted where concerns arise.</p> <p>Data regarding exclusions and behaviour is scrutinised.</p> <p>We have a rolling programme for reviewing school policies.</p> <p>The implications for equalities in new policies and practices are considered before they are introduced.</p> <p>Carry out and analyse frequent Pupil Voice meetings to ensure that the child’s view is Heard and their voice listened to.</p> <p>Actively closed the gaps in attainment and achievement between students for all groups of students; especially students eligible for Pupil Premium, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.</p>
<p>Focus on those arriving in school as low-attaining, particularly with speech and language needs.</p>	<p>We have worked on developing an effective partnership with parents on pupils. An updated home/ school agreement was sent out in September.</p> <p>Strategies are in place in to engage parents in their child’s education at the school. We have held Parent Consultations, weekly celebration assemblies and events where parents/ carers are invited to come in and support their children in their learning.</p> <p>We have held regular parent consultations and various planning meetings for children with SEND. SENCo has an open door policy and meets regularly with parents.</p> <p>Our attainment records, including attainment and progress of vulnerable groups are monitored by Governors and the Local Education Authority.</p> <p>Attendance data is scrutinised by Governors and the Local Education Authority, with specific regard to vulnerable groups.</p> <p>Teaching staff and support staff worked together to provide targeted academic support linking all intervention to quality classroom teaching e.g. speech and language intervention, nurture etc. CPD in place to support those who need it.</p>

<p>Build a curriculum which reflects modern Britain and all its diversity.</p>	<p>We have increased the confidence of all staff in differentiating the curriculum.</p> <p>We have:</p> <ul style="list-style-type: none"> • promoted of equality of opportunity • Challenged discrimination in all areas of the curriculum • Ensured that curriculum planning will take account of the needs of all children • Monitored and evaluated curriculum provision at Sauncey Wood so that it represents a diverse culture and society and encourages tolerance and respect. • Ensured that the teaching methods used in the delivery of the curriculum are diverse and appropriate for all needs and learning styles • Provided resources that reflect and promote equal access for all • Promoted cultural understanding and awareness through the content and delivery of the school curriculum <p>Theme weeks i.e. Anti-Bullying Week, Remembrance, Internet Safety, well-being, Black History Month, focused Curriculum days, Jigsaw assemblies, road safety, national fitness etc.</p> <p>In RE pupils learn the significance of each person’s ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others</p> <p>Our Teaching of Personal Development enables pupils to learn to think for themselves about British values. Questions about whether social and moral values are best described as ‘British values’ or seen as more universal human values will continue to be debated, but for the purposes of the teaching of PD, the subject offers opportunities to build an accurate knowledge base about religions and beliefs in relation to values.</p> <p>This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values, education and moral development are a part of a school’s holistic mission to contribute to the wellbeing of each pupil and of all people within our communities.</p> <p>The PD curriculum focuses learning in some of these areas, but pupil’s moral development is a whole school issue.</p> <p>We are really working on Behaviour for achievement and respect and manners being demonstrated consistently by all pupils.</p>
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Jade Harkness

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