



Edison Primary English Policy

Date	Review Date	Subject Leader	Nominated Governor
March 2022	March 2024	K Kochhar	Standards Committee

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010

The following documentation is also related to this policy:

- Teaching a broad and balanced curriculum for education recovery (DfE 2021)
- The Education Inspection Framework (Ofsted)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

At Edison, we envision our pupils to consider themselves as 'writers' through inspiring, motivating and encapsulating their learning experiences in English. To develop their positive attitudes towards writing is at the core of our practice and by teaching and embedding the mechanics for writing our pupils can build on their skills during the writing process. We aim to develop fluency and legibility which are transferrable skills across the curriculum. A high quality education in English at Edison allows our pupils to experience a variety of writing styles, developing confidence and control. Linking their Writing to Reading, enables our pupils to broaden and deepen their learning experiences as well as ensuring a range of genre is exposed to them. The skills of Speaking and Listening are nurtured through implementing Kagan structures into planning and delivery of lessons. They are further demonstrated through drama and role play during lessons.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment. Science is woven within our curriculum to make links within the broader curriculum subjects.



Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims:

Reading:

To ensure that all pupils:

- Read fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Whole Class Reading lessons taught every day and focus on the reading domains.

KS1:

- Taught reading skills of prediction, retrieval, sequencing, vocabulary and inference.

KS2:

- Taught reading skills of prediction, retrieval, sequencing, inference, vocabulary, summarising, authorial intent and commentating.
- KS2 Accelerated Reader with books matched to children's individual reading levels. They then take a short quiz after reading a book to check their understanding. Every half term, the children take a Star Reader assessment to check their reading level is suited to their current reading ability.
- Visit the School Library weekly and access books appropriate to their age, level and reading for pleasure.



Writing:

To ensure all pupils:

- Have a balanced and accessible English curriculum catered to their individual learning needs
- Are engaged and excited to write!
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- Demonstrating to others and participating in debate.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Phonics:

- Daily 'Read Write Inc' Phonics teaching in KS1

Spelling, Punctuation and Grammar:

- GPS/SPAG lessons taught in KS1 and KS2;
- Weekly Spelling Tests with children. Spellings are age appropriate with a systematic progression of Phonics and word study skills assessed at each age's level.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a variety of rich and high quality texts for pupils to access in the School Library.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.



- To ensure leadership and management structures within the school support the implementation of these objectives.
- To feed assessment to inform next steps in teaching and learning.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
 - determining this policy with the Governing Body;
 - discussing improvements to this policy during the school year;
 - organising surveys to gauge the thoughts of all pupils;
 - reviewing the effectiveness of this policy with the Governing Body.
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Head teacher and the Coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Head teacher

The Head teacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;



- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2021))

- work closely with the curriculum leader, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies of planning and children's workbooks
 - pupil voice, staff voice and library monitor voices.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Curriculum Leader

The Curriculum Leader will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and



consistency in pupil’s learning and teaching experiences and opportunities throughout the school;

- provide an environment that is fun, stimulating and challenging to all pupils;
- review and update the School Library with texts in relation to Library monitors;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Head teacher, Phase Leaders, the nominated governor and SENCO;
- promote the teaching of Literacy and Reading across subjects;
- Be accountable for standards in this subject area;
- monitor standards by:
 - auditing the subject area
 - monitoring teachers planning
 - monitoring and reviewing English Curriculum Maps for the year
 - lesson observations and feedback
 - scrutinising children’s work
 - discussions with pupils
 - Learning walks and pupil voice conversations;
 - Planning scrutiny followed by support where necessary;
 - Termly data analysis;
 - Internal and external moderation
 - Termly pupil progress meetings
- Work in conjunction with the Head teacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

We ...		Evidence
Intent	<ul style="list-style-type: none"> ▪ have constructed a ‘curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life’ by: Completing a English Curriculum Overview for each year group and discussing with teams about book choices and writing outcomes. 	



	<ul style="list-style-type: none"> provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by: Sequencing learning in planning of lessons thinking about prior learning and build up to teaching new skills. 	
	<ul style="list-style-type: none"> have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by: Working with SENCO and by differentiating learning to meet learners needs. 	
Implementation	<ul style="list-style-type: none"> ensure 'teachers have good knowledge of the subject(s) and courses they teach' by: Completing learning walks and/or observations for English. Holding CPD sessions based on staff voice and what they would like to know more about. 	
	<ul style="list-style-type: none"> provide 'effective support for those teaching outside their main areas of expertise' by: Holding CPD sessions based on staff voice and being available for staff to meet myself. 	
	<ul style="list-style-type: none"> ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by: Clearly and effectively modelling writing to the class in shared write, modelled write etc. 	
	<ul style="list-style-type: none"> ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by: Using formative assessment (Assessment for Learning) strategies: <ul style="list-style-type: none"> High quality questioning Mini plenaries Self-assessment and peer assessment opportunities 	
	<ul style="list-style-type: none"> ensure teachers 'respond and adapt their teaching as necessary by: Acting on feedback from planning and book scrutinies. Implementing actions into practice from targets set in observations of English. 	
	<ul style="list-style-type: none"> ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by: Providing learners with opportunities to access prior learning to enable them to build on concepts and skills. 	



	<ul style="list-style-type: none"> ensure assessment is used well in order to ‘help learners embed and use knowledge fluently or to check understanding and inform teaching’ by: Using formative and summative assessment to check and review learning. This will inform future planning of next steps in learning and identify possible misconceptions that need addressing. 	
	<ul style="list-style-type: none"> ensure ‘teachers create an environment that allows the learner to focus on learning’ by: Building a classroom environment that reflect the current learning. English displays should be used as working walls with modelled examples and key vocabulary choices. 	
	<ul style="list-style-type: none"> ensure ‘the resources and materials that teachers select reflect the provider’s ambitious intentions for learning and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment’ by: Monitoring planning and effectiveness of lesson delivery through observations. 	
	<ul style="list-style-type: none"> ensure ‘a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment of reading’ by: Ensuring there are quality texts available for children to access. Updating the books in the Library. 	
	<ul style="list-style-type: none"> ensure that ‘at the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge’ by: Monitoring planning and book looks. 	
	Impact	<ul style="list-style-type: none"> ensure ‘learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well’ by: Analysing data analysis from pupil progress reviews. Reviewing assessments in the school.
<ul style="list-style-type: none"> ensure ‘learners are ready for the next stage of education, employment or training’ by: Assessing their current knowledge and understanding of taught skills. 		

(Quotes taken from the Education Inspection Framework (Ofsted 2021))

- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;



- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise a English Curriculum Overview for their year group including key texts and writing outcomes for the year;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- Actively make revisions and corrections using a purple pen;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council, library monitors;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/Carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:



- parents evenings
- curriculum development workshops
- checking Seesaw for announcements and celebrations of English learning

- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in English homework on time;
- Read with their child for at least twenty minutes daily;
- join the school in celebrating success of their child's learning.

Policy Procedure

Spoken Language

We need to:

- continue to develop pupils' confidence and competence in spoken language;
- develop in pupils their understanding of books and other reading material;
- demonstrate to them how to prepare their ideas before they write;
- explain to pupils ways of thinking clearly to themselves and to others;
- develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions.

(The National Curriculum in England (DfE) 2013)

Reading

We need to develop pupil's competence in the programmes of study of Word Reading and Comprehension.

Word Reading

Phonics will be taught to beginners when they start school and to those pupils who are unskilled readers. Read, Write Inc is used.

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- quality first teaching during Whole Class Reading lessons and unpicking texts together;
- high quality discussion with the teacher;



- reading and discussion of stories, poems and non-fiction;
- encouraging pupils to read widely both fiction and non-fiction;
- establishing an appreciation and love for reading.
- Encouraging all year groups to visit the library weekly.

Writing

We need to develop pupils competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;
- organise ideas coherently for a reader.

Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

- knowing the relationship between sounds and letters (phonics);
- understanding word structure;
- understanding the spelling structure of words.
- Following the Nelson Handwriting Scheme to practice letter formation and joining of letters.

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

- Clear modelling of text types with the class through shared write or modelled write;
- Kagan structures used to promote collaborative learning and encouraging pupils to discuss and share their idea.

Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

English Curriculum Overview

- details what is to be taught over the year including key texts and writing outcomes;
- ensure there is a spread of non-fiction and fiction genres of writing therefore ensuring a balanced distribution of work is undertaken across each term.
- Where possible, making Science links through the focus texts chosen and the outcomes

Short Term Planning



- Teachers plan their lessons on slides, mapping out the journey of learning for the week;
- Lessons planned on slides in detail with starter, main and plenary including Kagan structures.
- Differentiation is evident when planning for the ability of pupils.

Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

- Kindles used to capture drama, role plays and acting based learning;
- Kindles used to record poetry performances.

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields.



We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. Children to have access to word mats, visible vocabulary and models to refer to during the writing process.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs & Disabilities (SEND)

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Daily Reading and Writing lessons are essential to inclusive practice of SEND pupils. Where required, children's individual learning plans cater to their curriculum needs and are planned for by teachers and 1:1 support staff. These targets may be worked on during lessons and during targeted interventions. Reading interventions are set for gaps in children whose fluency and pace of reading as well as unpicking comprehension style questions. Writing interventions may take the form of handwriting where letter formation and joining of letters is practiced in relation to presentational focuses. Speech and Language (SALT) interventions held by support staff and specialists target strengthening communicational skills feeding into developing speaking and listening skills. Interventions are delivered by teachers and/or support staff.

Assessment for Learning



Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- inform parents and Carers of their child's progress and targets.

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Head teacher and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils work;
- subject observations;
- pupil discussions;
- audit of subjects;
- scrutiny of planning;
- general curriculum discussions.

Contribution of the Subject to other Areas of the Curriculum

English is linked to all curriculum areas.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher
- Head teacher reports to the Governing Body;
- Information displays in the main school entrance;
- Text messages;
- Email;



- consultations and periodic curriculum workshops;
 - School events;
 - Meetings with school personnel;
 - Written communications with home such as weekly newsletters and of end of half term newsletters;
 - Annual report to parents;
- Social media:
 - Twitter
 - School website

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - All aspects of this policy
 - National Curriculum programmes of study and attainment targets for all subjects
 - Curriculum
 - Teaching and learning
 - Planning
 - Differentiation
 - Assessment
 - Monitoring and Evaluation
 - Special Educational Needs
 - Academically More Able, Gifted and Talented Pupils
 - Key skills
 - Equal opportunities
 - Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms.
- have in place evidence for all staff:
 - that highlights the knowledge gaps in the training;
 - that shows how those knowledge gaps were corrected.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Head teacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

- Academically More Able, Gifted and Talented Pupils
- Assessment
- Curriculum
- Curriculum Intent, Implementation and Impact
- Differentiation
- English as an Additional Language (EAL)
- Monitoring and Evaluation
- Self-Evaluation and School Improvement
- Special Educational Needs
- Teaching and Learning

See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;



- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings.

Head teacher:	Amrit Dokal	Date:	March 2022
Chair of Governing Body:	Suvir Rai	Date:	March 2022