



### **Equality Objectives 2017-18**

<b>Person Responsible:</b>	<b>Headteacher/SLT/Governors</b>
<b>Date policy reviewed:</b>	<b>October 2017</b>
<b>Reviewed by:</b>	<b>Headteacher/SLT/Governors</b>
<b>Date of next Review:</b>	<b>October 2018</b>

### **MISSION STATEMENT**

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.

#### Equality Objective 1-

Pupil voice demonstrates increased awareness of diversity and difference of cultures and religions.

#### Action

##### Day to Day Strategies

Cross-curricular learning incorporates diversity and equality in all of our teaching and learning. Throughout a variety of lessons and learning activities, we aim to use resources with multicultural themes.

##### Themed Days

Themed Days are held to teach our children all about diversity and difference of cultures and religions. We encourage the children to try different foods, listen to music, play games, learn facts and watch videos. We try to incorporate these themes into different areas of the curriculum to reinforce the topic and maintain interest.

##### Use diverse images in resources

When we choose books, posters and activities for our children, we make sure that they include people from different backgrounds or with disabilities to show that these differences are a normal part of everyday life. We aim to avoid resources where stereotypes are used.

##### Make use of current news events

We regularly promote debate and discussion by raising current issues and seeing what our children understand about different situations. For example, we might discuss a story where someone was fired for having a different culture or religion – We would ask our children, what do you think about this? How would you challenge it?

##### Quizzes

We may use quizzes using different themes to learn how much our children know about different cultures, religions, disabilities etc. Some children may even be given to the task of writing the quiz so that they are involved in doing the research.



### **Sample food**

We give our children many opportunities throughout the year to sample foods typically eaten in a variety of cultures, for example, we have school lunch theme days when the children have been able to sample Indian, American, Polish, Mexican and Chinese foods. We encourage our children to think- What do they like or dislike about the foods? How is it different from what they normally have for dinner? We also teach the students the reasons why certain foods are (or are not) eaten in certain countries.

### **Learn languages**

Each week, children in years 3 to 6 are taught MFL – Italian or French. In addition, we encourage children who have English as an additional language to share and teach their classmates a few words in their first language. This is in order to raise their awareness of language barriers around the world. We encourage our children to think about the benefits of speaking more than one language.

### **Hold debates and discussions**

We encourage our children to discuss and debate different scenarios about equality and diversity. Children will have the opportunity to defend or argue against different statements or points of view.

### **Tell stories**

We use many different stories that challenge perceptions and stereotypes. The stories we use encourage our children to think about their beliefs and look at the world in a different way.

### **Play music**

During a variety of lessons, such as music, topic, PE or PSHE, we listen to music from around the world and encourage the children to use their own using percussion instruments to accompany the music in different styles. We ensure that our children are introduced to instruments from other cultures that they may not have seen before and to different styles of music. Children from diverse cultural backgrounds are encouraged to show-and-tell about music from their cultures. In Collective Worship, we often start with music and the children have the opportunity to think about how it makes them feel or which instruments they can hear.

## **Equality Objective 2-**

**Maintain attainment parity between boys and girls.**

### **Action**

#### **Whole School Commitment**

At Cardinal Newman Catholic Primary School, we are committed to improving outcomes for all children and to maintaining attainment parity between girls and boys. Our governors and senior leaders play a key role in putting into place strategies which will improve teaching and learning in order to achieve this objective.

#### **School Leadership**

The Leaders and Governors at Cardinal Newman Catholic Primary School promotes a whole school learning community ethos which means that every member of our school community is learning and developing together. The senior leadership team has a clear vision of success and direction and we have high standards for everyone to achieve. The team engage in regular, rigorous monitoring and use of



data which we use to set targets in order to close the gap in educational achievement for our children. Information on student progress and teaching standards is regularly collected, monitored and used in order to raise standards. Leaders cultivate values of respect, good behaviour and caring which is supported by a clear approach to discipline. Staff and pupils are supported and developed both personally and professionally. Within the school staffing structure, there are clear lines of authority, responsibility, accountability and autonomy. The school curriculum, teaching and learning are managed and supported to the highest standards.

### **Engaging parents and raising parental aspirations**

We want to work with our parents and carers and encourage them to be actively engaged with the school in order to support their child's development and learning. We work with parents regularly in order to develop and support high aspirations for their children. We do this by having regular informal and formal meetings with parents, encouraging parents to share their views using questionnaires, inviting parents to consultations, workshops and curriculum mornings in addition to sharing a wealth of information about the curriculum, resources and strategies for them to support their children through our website and homework and project activities.

### **Classroom Management and Organisation strategies**

Research shows that interventions that improve learning outcomes across all subjects and phases is the use of identified strategies for classroom management and motivating and engaging all learners. These include maintaining a rapid pace of instruction, using all-pupil responses (e.g. assessment for learning), using frequent questioning in which pupils know they may be called upon to respond, and making use of cooperative learning. To support our whole school learning community environment across the school, all teachers are highly trained and skilled in these strategies and use them regularly as part of the classroom practice to support progress and attainment.

### **Teaching and Learning Methods**

Children and young people who have attainment levels respond to classroom interventions that improve instructional processes and teaching methods. Well-specified and well-supported programmes and practices provide the greatest learning outcomes, which motivate and engage all learners, not just those from less advantaged backgrounds. Children from deprived areas respond positively to opportunities that raise their aspirations for learning and future success. At Cardinal Newman, we continually develop our teaching methods to meet the needs of our young people in line with evidence-based strategies drawn from the profession and research. As part of our whole school learning community environment, all teachers and learners engage in cooperative and learning to learn strategies across the curriculum in order to raise aspirations and standards. Classroom management strategies are promoted across the school which have proven to close attainment gaps, for example a rapid pace of instruction, using all-pupil responses and developing a common language for discipline. School leaders continue to work with members of staff in order to ensure that the strategies in place are suitable for our children, taking in to account the different needs of individuals and cohorts. We also make effective use of information and communication technology (ICT) in order to narrow gaps in attainment by using a range of whole-class approaches, such as the use of interactive whiteboards and embedded multimedia, in addition to individualised and self-instructional programmes.

### **Reading and Writing**

One of the most important goals of teaching in the primary years is to make sure



that all pupils become fluent, strategic and joyful readers. The importance of getting children off to a good start in reading cannot be overstated. Success in primary school is virtually synonymous with success in reading – good readers are more likely to succeed in all subjects in secondary school and beyond. At Cardinal Newman we have a structured phonics-based approach to teaching reading which has shown to work better than non-structured phonics approaches. Throughout the children's journey from emergent to fluent readers, we aim to ensure that children develop a life-long love of reading by using a variety of books which reflect their interests. In addition to ensuring that our children have a love of and skill for reading, we also want to them to become proficient writers. We also complete class projects using different class novels every term. In addition to this, every teacher puts in place personalised resources and strategies to specifically develop boys writing in their class.

### **Mathematics**

After reading, the most important outcome of schooling is mathematics. It is our aim to ensure that all of our children make good progress and attainment in all areas of mathematics whilst developing their problem solving and reasoning skills. We do this by using a range of methods and resources, such as, Number Sense, Numicon, White Rose Mathematics and a variety of collaborative teaching and learning strategies.

### **Interventions and Engagement Programmes-**

Children respond positively to opportunities that raise their aspirations for learning and future success.

At Cardinal Newman Primary School, we provide a wide range of interventions and engagement programmes to ensure that all of our children make good progress and attainment. They include-

- Developing social and emotional competencies-Lego Club
- Raising pupil aspirations using engagement/aspiration programmes –Thumbs Up
- Precision Teaching, One to one tutoring, ICT based programmes,
- One-to-one tutoring by qualified teachers, teaching assistants and volunteers using structured materials.
- Speaking and Listening interventions for EYFS- a programme with explicit literacy instruction and clear teaching objectives which is implemented in a developmentally appropriate way in order to improve young children's speaking and listening skills.

### **Further Opportunities and Enrichment**

Alongside specific programmes, research shows that schools that are successfully closing attainment gaps are also broadening pupils' horizons by offering experiences and opportunities that they are unlikely to otherwise receive, for example, building links with local industry, and arranging visits to arts/drama groups and institutions of further/higher education.

At Cardinal Newman Catholic Primary School, we give our children these opportunities through-

- Residential Visits
- Workshops with West End in Schools, CEOP online safety trainer, Lego Workshops
- Mission Weeks
- School Council
- Prayer Council
- Themed Days and Weeks
- Visitors to school