



Oasis Academy Long Cross Equality Objectives 2019 – 2021

In compliance with the PSED Specific Duties

Summary

1. To close the gap of attainment and progress in relation to disadvantaged students, gender, academically more able (AMA) and SEND.
2. To further develop the curriculum in order to provide increased opportunities for pupils to explore their understanding of protected characteristics.
3. To review staff entitlement on CPD provision.

Objectives	Person(s) Responsible	Actions	Required Timescale	Outcomes	Monitoring
1) To close the gap of attainment and progress in relation to disadvantaged students, gender, academically more able (AMA) and SEND.	ASLT Assessment Lead Assistant Principal for Inclusion	a. Ensure all context sheets held by staff clearly identify gender, disadvantaged, AMA and SEND students b. Interventions outlined in the Pupil Premium strategy c. Develop effective strategies for teaching to Greater Depth in Reading, Writing and Maths d. SEND strategy and regular SEND newsletters to all members of staff and parents/carers. e. Responsive interventions – phonics, Pixl, Lexia, Maths Mastery f. Teaching that is never less than good; every lesson, every day.	a. Ongoing b. Ongoing c. On-going d. Ongoing e. 6-week cohorts f. Ongoing	<ul style="list-style-type: none"> • All teachers know their classes including those students who are disadvantaged, AMA and SEND • Teachers are observed employing skills and tactics to close the gap in attainment. • The progress and attainment gap for SEND and disadvantaged students is reduced • More AMA pupils attain at Greater Depth in Reading, Writing and Maths • AMA and SEND reports to staff and Academy Council members. 	<ul style="list-style-type: none"> • Teaching file monitoring and formal lesson observations. • Tracking of student progress across all years and in particular students on Pathways Plans. • Teacher records of homework, parent feedback and student work trawls. • Intervention data • Student voice survey feedback. • Pupil Progress meetings • Learning walks
2) To further develop the curriculum in order to provide increased opportunities for pupils to explore their understanding of protected characteristics	Principal and PSHE Lead	a. Review Jigsaw to establish how protected characteristics are already taught and explored b. Member of ASLT to attend Stonewall training c. Review practice and provision in light of Stonewall training d. Research 'No Outsiders' programme and implement to address any gaps if appropriate e. Ensure that diversity is effectively represented throughout the Academy displays and celebrations	a. March 2019 b. Nov 2018 c. Jan 2019 d. March 2019 e. Ongoing	<ul style="list-style-type: none"> • Pupils develop a good understanding of protected characteristics • Diversity is represented and celebrated throughout the Academy • Pupils, staff and parents/carers demonstrate the Academy values or respect and tolerance within and beyond the Academy All teachers have the confidence and skills to teach 	<ul style="list-style-type: none"> • Learning walks • Pupil voice feedback • Review of displays and environment • Policy reviews • Audits by ASLT • Review of all incident logs – reduction in incidents and improved reporting



				high quality explicit PSHE lessons	
3) To review staff entitlement on CPD provision	Deputy Principal Teaching and Learning	<p>a. Audit by the Teacher Development Trust on CPD Provision at the Academy</p> <p>b. CPD Strategy containing recommendations resulting from the TDT Audit</p> <p>c. Enrol on OCL Pedagogy Programme and develop the role of the 'Navigator' and 'Engine Room' coaches</p> <p>d. Roll out instructional coaching and NQT offer across the Academy</p>	<p>a. October 2018</p> <p>b. Ongoing</p> <p>c. May 2019</p> <p>d. October 2019</p>	<ul style="list-style-type: none"> • Teacher Development Trust Award Status (Silver) • CPD Programme for all members of staff • Teaching is good or better in every class, for every child, in the Academy 	<p>a. External audit by the Teacher Development Trust</p> <p>b. Termly review by ASLT</p> <p>c. Review and feedback from NLP and OCL</p> <p>d. Feedback from teachers and LSA's</p>