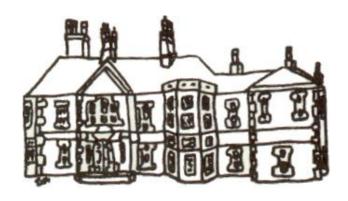
## **Oldfields Hall Middle School**



## **Equality Objectives And Action Plan**

2014-2015

Equality Objective 1: Use close analysis of data for groups of students in order to plan appropriate and timely intervention for any students in danger of falling behind.

Students in danger of falling benind.	Success Criteria	Load parcon	Timescale	Evaluation
Action		Lead person		Evaluation
Half termly tracking set up for English	Data is entered half termly and tracked.	VJM/ET/PB	Half termly	Tracking system set
and Maths and used by Heads of English				up April 2014.
and Maths and subject teachers to track	Patterns are analysed and fed back to staff.			
students by groups.				
	A higher % of students are			
	making expected and			
Drogrado mastingo hald batusan Haada	above expected progress.	ET/DD	I lolf to most	First meatings have
Progress meetings held between Heads	Data is analysed by all	ET/PB	Half termly	First meetings have
of English and Maths and individual	English and Maths staff			taken place.
subject teachers half- termly.	and messages are fed			
	back to subject leaders.			
	Results of analysis are			
	used to inform planning for individuals, groups and			
	each cohort.			
Progress Managara usa English and		SE/Drogress	Tormly starting	First analysis has
Progress Managers use English and Maths data to identify students	Progress managers have in depth understanding of	SF/Progress Managers	Termly starting Summer 2014	First analysis has
underachieving in English and Maths,	progress within their year	iviariagers	Summer 2014	taken place.
share information with staff and				
investigate other appropriate	group. Dialogue between subject			
interventions. A Student Progress board	leaders and progress			
is set up for staff to share information	managers ensures that no			
about these students.	student "slips through the			
about these students.	net".			
	Information is fed back to			
	staff via staff meetings and			
	the student progress board.			
Progress Managers lead termly progress	All staff are fully aware of	SF/Progress	Termly starting	
meetings with subject teachers in order	issues surrounding each	Managers	Summer 2014	
to ensure students are not falling behind.	child and are able to plan	iviariagers	Guillille 2014	
to chours students are not raining bennia.	appropriately to close the			
	gaps.			
Academic and pastoral interventions are	Appropriate interventions	SF	Termly starting Spring	
tracked and their effectiveness	can be used to impact on		2014.	
evaluated.	student progress.		2017.	
ovaluatou.	otadont progress.			

## Equality Objective 2: Ensure students of all abilities are given work at the right level of difficulty and are clear about what is expected of them.

Action	Success Criteria	Lead person	Timescale	Evaluation
Staff training – lifting the lid off learning: questioning	Staff are using more higher order questioning to challenge students.	LT	Summer 2014 and ongoing	Training took place April 2014. Positive response from staff initially.
Training for staff on the lesson study model.	Staff are aware of how to use the lesson study model to improve and impact on their practice.	SF	Summer 2014 and ongoing as needed.	
Set up coaching triads to look into aspects of teaching that will ensure challenge for all students, beginning with questioning and moving on to other aspects of differentiation.	Staff are working in triads, planning and evaluating the impact of their work.	SF/ET	Initial triads set up for Summer 2014. Expectation that all staff will work in triads from September 2014.	
Cross moderation of work between English and Humanities departments so that Humanities staff are more aware of the abilities of students in English.	Students are challenged to achieve their best across the curriculum.	ET/RH	Autumn 2014	
Arrange for Year 5 staff to attend pupil progress meetings at first schools.	Staff are fully aware of the abilities of students and appropriately challenging work can therefore be planned from entry.	LT	Summer 2014 and ongoing.	
Make differentiation explicit through planning and display work. (to be considered through lesson study)	Students are clear about expectations.	LT	Autumn 2014-Spring 2015	