

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.

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

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	