

# Equality and Diversity Policy

Northgate Primary School



**Approved by:** Northgate Governing  
Body

**Date:** November 2023

**Last reviewed on:**  
December 2025

**Next review due by:**  
December 2026

# **Northgate Primary School**

## **Equality and Diversity Policy**

The aim of this policy is to provide Northgate employees with a clear statement about the school's commitment to promoting equality and diversity within employment. We seek to ensure that our working environment is one that respects and includes everyone regardless of their gender or gender reassignment; marital status (including civil partnership); sexual orientation; race, language, ethnic or national origins and nationality (including citizenship); religious belief; disability and / or medical conditions; age; whether they have dependants; trade union membership status and activity or political views/affiliations.

This is supported by the school vision of 'Together we Grow', the school values of respect, curiosity, resilience and ambition, and by the school charter statement 'Be kind to everyone.'

### **1) Scope of the Policy**

This policy applies to all employees within the school, regardless of how long they have been employed, their contractual hours and contract type.

#### **Definitions**

For us "equality" is about opportunity, access, participation, and contribution on a fair and equal footing and providing a framework for this to happen.

The term "diversity" acknowledges there are differences between people and the school values and respects the variety of backgrounds, perspectives, values, and beliefs of its employees.

### **2) Public Sector Equality Duty**

The Equality Act 2010 places a statutory duty on the school to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people from different groups.

This policy is aligned with the Department for Education document, Equality Act 2010: Advice For Schools, which provides guidance to help schools understand how the act affects them and how to fulfil their duties under the act.

#### **Assessment for learning**

Within a sequence of lessons, opportunities should be planned for retrieval activities from prior learning and assessment of current learning. These short burst assessment opportunities support teachers in planning for

next steps (for both individuals, groups and whole class) and also inform end of unit judgements/assessments. Learning should be altered based on the outcomes of AfL.

Assessment for learning takes many forms, these include: pupil conferencing, quizzes, retrieval tasks, group tasks, openers to lessons, plenaries etc. The WALT sheet (from the beginning of a unit) can also be used as a tool for AfL: older children can annotate their own knowledge and younger pupils can annotate a class version with adult support or an adult can scribe in their books.

### **Assessments in EYFS**

In September, baseline assessments are completed for all of areas of the EYFS curriculum for all pupils in Reception. The baseline assessment is then used to assess progress in February and June, enabling teachers to make end of year judgements towards Good Level of Development statements (GLD) in June. Throughout the year, teachers and PSAs use assessment for learning to help guide their judgements. Focus pupils each week, enable staff to gather key knowledge about each individual as a learner. Group observation sheets are used in class to highlight teachable moments and the progress that is made.

### **Assessments in reading, writing and maths**

AfL opportunities, in English and maths, include retrieval opportunities, IRIS videos and opportunities for pupils to apply their knowledge away from the point of teaching. For reading, writing and maths, teachers use national curriculum statements to guide their teacher assessments. These ongoing assessments, in reading, writing and maths, are used to help inform teacher assessment judgements that are collected in October, February and June.

During the year, we provide opportunities for pupil conferencing in years 2-6, this allows the teacher time to talk to individual pupils about their learning and set targets to help with their progress in reading, writing and maths.

Moderation in reading, writing and maths is used to ensure our judgements are secure, especially with pupils who 'almost' meet year group standards. From moderation, next steps are developed to help individuals, groups and whole year groups to make progress.

#### **Reading**

In KS1, pupils use RWI to learn phonics and are assessed every half term. In Year 1, pupils take the Phonics Screening Check in June.

In KS2, teachers use learning in whole class reading sessions to help them to assess pupils' reading. Pupils also complete an Accelerated reader 'star reading' test, once a term, to provide them and their teacher with a reading age.

#### **Writing**

Once a term, all pupils across the school complete a piece of writing in their 'Independent Writing books'. This writing is assessed against the year group National Curriculum standards (in Y1-Y6), supporting teachers to identify next steps for individuals, groups and whole class.

#### **Maths**

Teachers use AfL in all maths lessons to help plan next steps for pupils.

## End of unit assessments in science and foundation subjects

Assessment sheets for each subject are completed at the end of a unit of learning. These assessment grids are used to help inform and develop planning for what children need to learn. Judgements for end of unit assessments are made using the assessment for learning and retrieval activities carried out during the unit – they are a formative judgement. During moderation, teachers use a mixture of book work, anecdotal evidence, whole class marking, photos and IRIS videos to explain and evidence their judgement.

### **3) Roles and responsibilities**

#### The governing body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- o A robust framework is in place for setting curriculum priorities and aspirational targets
- o Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- o Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- o The school implements the relevant statutory assessment arrangements
- o It participates actively in decision-making about the breadth and balance of the curriculum
- o It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

#### Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- o All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- o The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- o Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- o The school's procedures for assessment meet all legal requirements
- o The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- o The governing board is advised on whole-school targets in order to make informed decisions
- o Proper provision is in place for pupils with different abilities and needs, including children with SEND

#### Subject Leaders

The role of the subject leader is to:

- o Provide a strategic lead and direction for the subject
- o Support and offer advice to colleagues on issues related to the subject
- o Monitor pupil progress in that subject area
- o Provide efficient resource management for the subject

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum. They have developed progression documents which show the development of both knowledge and skills in their subject. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs and disabilities.

### **Monitoring arrangements**

Governors monitor coverage of the National Curriculum subjects and compliance with other statutory requirements through monitoring visits, governors' meetings, meetings with Subject leaders and pupils and through the headteacher's reports.

Senior leaders and subject leaders monitor the way the curriculum is taught throughout the school by carrying out book looks, learning walks and talking to pupils about their learning.