



## English

Date	Review Date	Subject Leader	Nominated Governor
27/03/2021	1/07/2022	S Smith	P. Murphy

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National curriculum in England 2014: English programmes of study

Fringford C of E Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. We believe English has a 'pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

To ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

## **Objectives**

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To ensure leadership and management structures within the school support the implementation of these objectives.

## **Responsibility for the policy and procedure**

### **Role of the governing body**

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;

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- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- be accountable for standards in this subject area;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning scrutinies and work trawls
  - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

### **Role of the Subject Leader**

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, the nominated governor and SENCO;
- monitor standards with the Headteacher by;
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

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The Nominated Governor will:

- work closely with the Headteacher and the subject leader;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

### **Role of Teachers**

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

### **Role of School Personnel**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

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## Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;

## Policy Procedure

### Spoken language

We need to:

- continue to develop pupils' confidence and competence in spoken language;
- develop in pupils their understanding of books and other reading material;
- demonstrate to them how to prepare their ideas before they write;
- explain to pupils ways of thinking clearly to themselves and to others;
- develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions

(The National Curriculum in England (DfE) 2014)

- Pupils have access to a wide range of speaking and listening opportunities that include:
  - Talking about their own experiences, recounting events
  - Participating in discussion and debate
  - Retelling stories and poems
  - Expressing opinions and justifying ideas
  - Listening to stories read aloud
  - Presenting ideas to different audiences
  - Taking part in school performances
  - Responding to different kinds of texts
  - Talking to visitors in school

### Oracy

- Oracy can be seen as an outcome, whereby student learn to talk confidently, appropriately and sensitivity. Oracy involves teachers and their students thinking carefully and deliberately

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about the sorts of spoken language they are using, and this will vary across the subjects and with different age groups.

- At Fringford, children develop the vocabulary to discuss well and have the ability to structure thoughts so they make sense to others. Throughout the English curriculum, there are opportunities for speaking and listening activities and should be developed in all English lessons. Children have time to think, pair and share; discuss in groups and as a whole class; contribute and take part in debates; have extended thinking time; using sentence stems; use concept cartoons and have opportunities to do mini-presentations.

## Reading

We need to develop pupils' competence in the programmes of study of Word Reading and Comprehension.

### **Comprehension (both listening and reading)**

Comprehension skills will be developed by:

- high quality discussion with the teacher;
- reading and discussion of stories, poems and non-fiction;
- encouraging pupils to read widely both fiction and non-fiction;
- establishing an appreciation and love for reading
- Teachers planning using the Power of Reading and Cornerstone materials to ensure children are engaged through high-quality texts

### **Power of Reading**

At Fringford Primary School, reading truly is at the heart of our English curriculum. The English curriculum is planned around a sequence of high-quality age appropriate texts. The curriculum is designed so that children are exposed to high quality texts that are recommended by the CLPE (Centre for Literacy in Primary Education). This approach has proven to enhance reading comprehension and provides meaningful contexts and purposes for writing. Children will read together as a class, discuss texts in depth and will achieve good writing outcomes. The POR approach lends itself well to fiction writing with some opportunities for non-fiction. Teachers adapt the teaching sequences and use Cornerstones to give children opportunities for non-fiction writing – this will be linked to their topic or other areas of the curriculum.

### **Whole class guided reading session**

Guided Reading is the method used to teach children to become fluent in reading and comprehension skills of inference and deduction. In KS2, children are taught as a whole class so they can read with the teacher more often, analysing a wide range of texts and benefiting from the teacher's expert explanations, modeling, questioning and feedback. It gives children opportunities to further develop their speaking and listening skills as questions and discussion opportunities are planned for.

All children have a high quality and challenging text, which is dissected by the class through high—level questioning and discussions. Children are exposed to a range of texts/extracts – poetry, classical texts, historical texts, picture books etc. Teachers model fluency, intonation and comprehension skills. They should model the thought process and provide a range of activities for children to develop their reading skills.

Whole class guided reading is primarily the class teachers' responsibility and must be planned and evaluated for all children by the class teacher/s. Children should develop their reading skills through the use of VIPERS. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's

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reading curriculum. They are the key areas which children need to know and understand in order to develop their comprehension of texts. VIPERS stands for

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise.

Whole class guided reading occurs outside of the main literacy lesson and lasts for 30 minutes or can be blocked so that children have a longer period of time.

In Foundation Stage, the teaching of reading will initially be done as shared reading with the class teacher or teaching assistant. Children enjoy sharing books and being read to, select texts (fiction, non-fiction and poetry) and participation is encouraged.

In KS1, guided reading is organized so that children work with the teacher at least 4X a week and as a whole class 1X a week. The traditional guided read approach allows the teacher to focus on phonics skills and 'word reading' skills. The whole class reading approach is to encourage discussion, answer questions based on what has been read, making simple inferences and making links between books and their own experiences.

### **Reading Books (please read Phonics policy for information regarding decodable books)**

All children should have two books: a reading book and a library book. The reading book must be from the ORT reading scheme and should be decodable during early reading. Oxford Reading Tree is underpinned by Oxford's expertly constructed and well-established levelling system – the Oxford Levels. The carefully levelled independent reading resources develop reading, vocabulary and comprehension. The Oxford Levels offer clear progression in developing literacy skills and a love of reading. The progression complements a well-planned curriculum.

In EYFS and KS1, teachers should choose the books that offer children an opportunity to practice the phonic knowledge and skills they have learned within a controlled text. The texts and books children are asked to read independently should be fully decodable for them at every stage of the programme. This means they must be composed almost entirely of words made up of grapheme-phoneme correspondences that a child has learned up to that point. Floppy's Phonics Fiction and Non-fiction and Traditional Tales are fully decodable. The fine-levelling is based on comprehensive phonics pedagogy. These books are ideal for consolidating phonics knowledge. The school provides a range of decodable books for children and Floppy Phonics Sound books.

Some children in KS2 may still require guidance when choosing a suitable reading book from the correct book band but mature readers are allowed to choose their reading book from the correct level. All children should read all the books within a book band in order to develop fluency and build vocabulary. In KS2, the reading scheme allows children to read a variety of texts; build vocabulary; study a range of authors and their style and enjoy wonderful children's literature.

The variety in Oxford Reading Tree gives children a wide breadth of reading experience and the opportunity to develop knowledge and cultural capital. A wide range of topics gives children a base of knowledge that otherwise would be beyond their experience. Cross-curricular links in each book connect topics with pupils' knowledge in the wider curriculum. Traditional Tales bring together stories from around the world that children can read themselves. The series introduces children to a rich literary heritage and embeds the conventions and language of traditional tales and storytelling from the earliest levels.

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Children have access to the newly refurbished library where the school has recently purchased non-fiction books to support the Cornerstones topics that children will be studying. This gives children the opportunity to use reference books in lessons and an opportunity to read around the subject they are studying. All classes have regular access to the library (one weekly slot or more) for children to take books home. Children can also choose books from their class libraries which have a range of non-fiction and fiction books.

## Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

**Composition (articulating ideas and structuring them in speech and writing)** will be developed by teaching pupils how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;
- organise ideas coherently for a reader

**Transcription (spelling and handwriting)** will be developed by teaching pupils how to spell quickly and accurately by:

- knowing the relationship between sounds and letters (phonics)
- understanding word structure
- understanding the spelling structure of words

Pupils have access to a wide range of writing opportunities that include:

- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

In order to meet the end of year expectations, children will be given a writing passport with the writing objectives. Teachers will give children the opportunities to meet these objectives and children will have the opportunity to self-assess. Where possible, children should be given a success criteria (steps to success) that is linked to the writing passports.

## **Spellings**

No Nonsense Spelling is a complete spelling programme designed to meet the needs of the 2014 National Curriculum from Year 2 to Year 6.

Teachers will use this programme to set weekly spellings and test children. Children will be expected to keep spelling journals where they can practice words in variety of words.

As well as this, children will be learning the statutory spellings for their year group and be tested on these several times in the year.

### **Handwriting**

Children must be able to write with ease, speed and legibility. Handwriting skills should be taught regularly and systematically using the Letter Join scheme.

#### Early Years

Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting in print.

#### Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between word. Once children are able to form letters securely, they should be taught how to join using the Letter Join handwriting scheme.

Key Stage 2, during this stage the children continue to have direct teaching and regular practice of handwriting using Letter Join. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

At Fringford, we use Letter Join handwriting software package that provides computer fonts to enable teachers to create text for a style which matches this school's handwriting style. Teachers are expected to use this font in teaching resources, worksheets and when displaying text on their boards to show children the expectation of handwriting at all times.

### **Teaching and Learning style**

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

### **Curriculum planning and organisation**

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

#### **Long Term Planning**

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

#### **Medium Term Planning**

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils

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- ensures a balanced distribution of work is undertaken across each term

### Links with ICT

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

### Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

### Differentiation

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Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Children will be given a differentiated success criteria (where possible from the writing passports) so that learners of all abilities are stretched.

### **Special Educational needs**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

### **Assessment for Learning**

Teachers will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- make comments in pupil's books related to the teaching objective;
- highlight in pink and blue especially where children have completed extended pieces;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- administer national tests and assessment in Y2 and Y6;
- carry out tests at the end of Y3, Y4 and Y5;
- use long-term assessments to help them plan for the next academic year;
- use the end of Key stage interim framework for Year 2 and Year 6
- use focus education framework to mark objectives achieved in Years 1,3,4,5
- inform parents and carers of their child's progress and targets

### **Monitoring and review of the subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils work
- subject observations

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- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions
- 

### Contribution to the other subject areas

English is linked to all curriculum areas.

### Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

### Raising awareness through the policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### Training

The school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects
  - teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

### Equality impact assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

**Monitoring effectiveness of this policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

**Linked policies**

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Special Educational Needs	▪ Disability Non Discrimination
▪ English as an Additional Language (EAL)	▪

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion									
Does or could this policy have a negative impact on any of the following?	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N
	✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N
	✓			✓			✓			✓			✓			✓			✓			✓			
Does data collected from the equality groups have a positive impact on this policy?	Age	Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y			N
	✓			✓			✓			✓			✓			✓			✓			✓			

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not
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n	required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

**Policy Evaluation**

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

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**Policy Approval Form**

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>					<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		

*'Roots to grow, wings to fly.'*