

EDIB Action Plan: 2022-2023

Leading Staff Member: K Bradley

Quality Assurance Lead: DM Crosby



Key Priorities

Edale has been working on the development of EDIB during 2021/22 and has put the following in place in order to improve the quality of EDIB across school:

- Pupil Parliament voice identified the need for a more diverse range of books. We spent approximately £5000 developing the school's library in order to ensure that on every shelf, there are books by a diverse range of authors and/or protagonists.
- All curriculum subjects have undergone quality assurance and development to ensure there is thorough representation throughout.
- Investment in continuous provision in EYFS and Yr 1 to ensure resources promote EDIB and children see themselves represented in their learning environment as well as being aware of people and cultures who are different from themselves.
- Staff have attended Transform Trust CPD and Local Authority CPD around diversity and representation.
- Edale's RE curriculum was amended to include 'RE days' where children will get the opportunity to study a religion not included in the yearly programmes of study, including religions that some families that attend Edale follow e.g. Ba'hai
- Investment in enrichment for all children to enhance cultural capital for all. This has brought work through the curriculum around diversity and representation to life for Edale children.

Work around EDIB will look at embedding previous actions and working towards securing the EDIB Quality Mark for Edale. Actions will be identified following a review of current practice in school using the EDIB Quality Mark SEF.

Key Actions

1. Create a parent partnership group to ensure parents as stakeholders have a voice in the QA and development of EDIB in school

- A. EDIB Lead to invite parents into school and promote message of parent partnership and parent voice – particular parents may be approached specifically as well as an open invitation.
- B. Parent partnership group to complete a walk round school to gain knowledge of what is already in place to support the development of EDIB.
- C. Parent group to complete a parent questionnaire and offer their wishes and feelings for Edale regarding EDIB
- D. EDIB Lead to analyse findings from parent questionnaire and generate possible lines of direction and actions.
- E. EDIB Lead to ensure that findings are shared in school at Governor, SLT and whole staff level.

2. Monitoring in school will ensure that groups of pupils are tracked and supported in making progress

- A. EDIB Lead to ensure pupils with SEND have robust target trackers and HLN provision maps which are reviewed half termly and monitored by the SENCO and shared with parents.
- B. EDIB Lead to use trust group data and insight data including progress matrixes to track progress of groups of children including ethnic minority groups. This data will be shared with class teachers and SLT to ensure class provision maps take into account any need for additional support or challenge for groups of pupils.
- C. EDIB lead to develop an Edale EAL strategy detailing how school is supporting children with English as an additional language.

3. EDIB lead will work with Director of EDI Quality Mark on securing Edale's EDIB Quality Mark

- A. EDIB lead will identify actions needed using the Self-Evaluation Framework for Equality.
- B. EDIB lead will evaluate school's provision against the Transform Trust EDIB evaluation tool and identify areas of development and actions.

Milestones		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> 1. EDIB Lead will gather portfolio of evidence against the points in the self-evaluation form 2. EDIB Lead will meet with EDIB quality mark link person to discuss the current picture in school and identify next steps. 3. Whole school to attend the Trust INSET focused on EDIB. 4. EDIB lead will make links with schools in the Trust who have successfully developed a whole school approach to its LGBTQ+ curriculum (Whitegate). 5. RE day – Hinduism 	<ol style="list-style-type: none"> 1. EDIB lead will hold first parent partnership meeting and invite feedback from parents regarding EDIB in school. 2. EDIB lead will consult with parents on school's development of the LGBTQ+ curriculum in order to ensure parents are informed and comfortable with the content school will be sharing with the children. 3. Lesson drop-ins for Votes for Schools will be used to monitor children's engagement in learning around the protected characteristics. 4. Pupil voice to gain insight into children's understanding of EDIB and their views on how EDIB is portrayed in school (in lessons, ethos and environment) 	<ol style="list-style-type: none"> 1. Pupil progress meetings will contain an element of discussion around groups of pupils and achievement of all. This will identify actions that aim to secure equity across all pupils. 2. EDIB lead will continue to monitor school's progress against the EDIB quality mark and identify actions.
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> 1. Parent partnership meeting – review actions from previous meeting. Gain parents' wishes and feelings with regards to EDIB in school. 2. EDIB lead to continue to implement actions identified on the EDIB quality mark SEF 	<ol style="list-style-type: none"> 1. Pupil progress meetings will contain an element of discussion around groups of pupils and achievement of all - aiming to secure equity across all pupils. 2. Pride - whole school curriculum activities planned and delivered. 3. RE day - TBC 	<ol style="list-style-type: none"> 1. EDIB lead to confirm school's accreditation of the EDIB quality mark 2. Final parent partnership meeting of the year – review of any actions or changes that were made. Next steps identified for following year. 3. Repeat pupil voice to assess impact of actions put in place over the year.

What will we see at Edale as a result of this SDP?

There will be a robust approach to EDIB across school

Pupils will be able to articulate their learning around EDIB across the curriculum

Staff will be able to discuss progress and attainment for groups of pupils and strive for equity across all groups

Parents will have a presence and voice in terms of school provision and will understand and support school's work on EDIB

Edale will secure the EDIB Quality Mark