

Equality Objectives 2021 - 2025

At the City of Derby Academy, we are committed to ensuring equality of education and opportunity for all, irrespective of

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage or civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation

At the City of Derby Academy, we will challenge any members of the community who are not upholding these protected characteristics.

In order to meet this aim, we have set the following objectives. The academy's equality objectives are linked to the Academy Improvement Plan [AIP], which has been written to support the school vision of 'improving the life chances of all students'. These objectives will be reviewed and updated every four years.

As a school we recognise that there are national gaps. However, our objectives are to raise the achievement of specific groups of students who currently achieve less well than their peers nationally. In addition, we strive to raise the achievement of all students.

Our Objectives

- To reduce the achievement gap for all students who are identified as
 - Special Educational Needs and /or Disabilities
 - Pupil Premium
 - Male
 - White British and White ROMAwhen compared to those students without those identifications.
- To improve the attendance of students who are identified as
 - Special Educational Needs and /or Disabilities
 - Pupil Premium
 - White British and White ROMA
- To establish an effective feedback philosophy which communicates accurate data to the community for all groups of students. For all students to know what level they are at and what they need to do to improve.
- To promote wellbeing and equality within the Personal Development curriculum and ensure the wider 'additional curriculum promises' at CODA are accessed by all students.
- To ensure curriculum provision is appropriate for all students and offers a range of curriculum pathways.

At the City of Derby Academy, we will review the impact of the AIP and our equality objectives each year in our examination's analysis and self-evaluation.



OUR CURRICULUM				
To offer a broad, balanced and creative curriculum, which enables our young people to achieve the very best outcomes and leave education well prepared for the next steps in their lives by:				
Priority	Summary of actions	Who	Review Date	Impact/success criteria/key performance indicators (KPIs)
1) Embedding a curriculum that is ambitious and enables all students to make progress.	<ul style="list-style-type: none"> Review curriculum and curriculum policy [Academic, Ignite, Connect, Forest School, Vocational, Alternative provisions, SEND, CD/PD/RSE/SMSC/PHSE, Therapeutic, Coherence] Open Bucket review and strategy plan Departmental RSL style meetings Review and improve 3Is – strategy doc written Continue with assessments review Effective PP and ‘catch up’ plan written and embedded Sixth form and ERP plan written and progressing LA ability learning review completed across the curriculum 	PS/AHA/PSM/LGA/NS/ETO/ABA AHA PS/AHA/PSM/LGA AHA AHA RME PS/AHA/ABA PS/AHA	Jan ‘22 Jan ‘22 Jan ‘22 Jan ‘22 May ‘22 Jan ‘22 Jan ‘22 Jan ‘22	Increased engagement and success with all curricula. Reduced exclusion, RC, detentions and negative events. Improved BFL scores and increased level of post 16 participation. Reduced NEETs. Achieve KPIs Improve outcomes for the attainment and progress in the Open Bucket Students identified early and intervention effective. Attainment scores improve Departmental Deep Dives show clarity and coherence of pedagogy and learning Students aware of where they are (targets) and how to improve – QA will showcase this Gaps are beginning to narrow between disadvantaged students and their non-disadvantaged peers, not only in terms of attainment but also in behaviour and attendance. Sept ‘23 CODA has post 16 placements Gaps in attainment and progress for LA learners decrease
2) Ensuring that the CODA curriculum is inclusive and gives all students opportunities to develop and achieve as an individual.	<ul style="list-style-type: none"> Review bucket proportions (as part as curriculum review) Write and plan ‘blended learning’ strategy. This includes a strategic pathway choice options for students unable to engage fully in the ‘standard’ curriculum Retrain and embed philosophies including ACES and TIL Referral Centre review and proposals Equality objectives reviewed and published 	PS/PSM PS/PSM/AHA CRU/ETO ABA/CRU PS/AHA	Jan ‘22 Jan ‘22 Ongoing Ongoing Sept ‘21	Increased engagement and success with all curricula. Reduced exclusion, RC, detentions and negative events. Improved BFL scores and increased level of post 16 participation. Reduced NEETs. Achieve KPIs Increased engagement and success with all curricula. Reduced exclusion, RC, detentions and negative events. Improved BFL scores and increased level of post 16 participation. Reduced NEETs. Achieve KPIs Reduced exclusion, RC, detentions and negative events. Improved BFL scores and increased level of post 16 participation
3) Prioritising and embedding ‘reading’ across the curriculum.	<ul style="list-style-type: none"> Relaunch Reciprocal Reader and Bedrock learning Engage and embed the Trust reading protocols Establish reading groups, library groups, literacy lessons etc. and review impact Embed star reader testing routines to identify strengths and areas for development 	RME RME RME RME	Jan ‘22 June ‘22 Sept ‘21 Sept ‘22	Bedrock progress data shows increase in vocabulary and comprehension levels. Star reader data shows improvement in reading and comprehension scores in KS3 CoDA reading plan embedded and launched – staff are aware of the relentless focus on literacy. Reading for pleasure culture is evident across the school.
4) Ensuring the Personal Development curriculum is cohesive and prepares all students for life in modern day Britain.	<ul style="list-style-type: none"> Redesigning and mapping ‘Personal Development’ at CODA Embedding a culture of how CODA develops students both personally and academically across the community Complete and embed the curriculum coherence plan which supports ‘Cultural Capital’ and includes <ul style="list-style-type: none"> Trip rationale, updated pledges and passports etc. Achieve SMSC gold award 	ABA/JD/PS ABA/AHA/JD ABA/AHA/JD ABA/Pastoral Team	Jan ‘22 Jan ‘22 Jan ‘22&termly Jun ‘22	Personal Development Deep Dive shows coherence of the PD curriculum Personal Development Deep Dive shows coherence of the PD curriculum. Displays evident and academic/personal development culture embedded Personal Development Deep Dive shows coherence of the curriculum SMSC Gold award achieved
5) Ensuring the CEAIG provision continues to meet the Gatsby benchmarks and supports all students to access an appropriate post-16 pathway.	<ul style="list-style-type: none"> Write and embed CEAIG strategic plan (year 7-12 and 3Is) – including 3Is, provision mapping, Deep Dive actions, reducing NEETS etc Review CODA current progress to the Gatsby Benchmarks – Action plan to be written Work experience for all year 10 students Careers partners across Derby extended to include Derbion and RR 	PSM/JMA PSM/JMA PSM/JMA PSM/JMA	Jan ‘22 Jan ‘22 Jun ‘22 Jan ‘22	Careers Deep Dive showcases coherent curriculum. Reduced NEETs, increased participation post 16 and positive feedback from community. Culture of ‘every teacher is a teacher of careers’ is embedded. Careers skills strands embedded Gatsby Benchmark review tool to showcase CODA meeting all standards Students and community feedback is positive – Reduced NEETs Career partners increase
6) Ensuring that all students participate in enrichment activities that provide ‘memorable experiences’ and are linked to our academic and personal development curriculum.	<ul style="list-style-type: none"> Memorable experience plan written and embedded Club rota written and embedded Additional opportunities such as TFT, Cadets, DoFE, etc made available to students 	ABA ABA SLT	Sept ‘21 Sept ‘21 Sept ‘21	Students and community feedback is positive. Increased qualification for ADs Volume of opportunities increase and attendance at events continues to increase Increased engagement and success with all curricula. Reduced exclusion, RC, detentions and negative events. Improved BFL scores and increased level of post 16 participation. Reduced NEETs. Achieve KPIs



OUR TEACHING & LEARNING				
To deliver high quality teaching, learning and assessment and effective leadership at all levels by:				
Priority	Summary of actions	Who	Review Date	Impact/success criteria/key performance indicators (KPIs)
1) Continuing to develop effective pedagogical knowledge and practice and ensure this is consistently implemented through the CODA codes.	<p>Setting of Standards</p> <ul style="list-style-type: none"> Pedagogy development plan written and embedded. Review and update CODA Codes, looking for common language with “walkthru” training book. Relaunch CODA Codes September INSET <p>Quality Assurance</p> <ul style="list-style-type: none"> Quality Assurance plan on a page written, shared, trained and embedded Quality Assurance consistent and embedded – Curriculum conversations, climate walks, book looks, and data conversations. Deep Dives completed. <p>Improving Practice</p> <ul style="list-style-type: none"> Provide a programme of T&L training throughout the year focussing on CODA codes. Subscribe to ‘Walkthrus’, provide all staff with books/access for bespoke pedagogical development. Inc additional training and INSET time. SEFs and Action plans written/updated from the strengths and areas for development for departments identified from deep dives. Staff identified who need additional support to improve their practice. (Departmental support or TEDS) 	<p>MHE/CRU MHE/CRU</p> <p>MHE/SLT</p> <p>SLT SLT</p> <p>CRU</p> <p>AHA/MHE</p> <p>MHE/CRU</p> <p>MHE/CRU</p>	<p>Sept '21 Apr '22 Sept '21</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Plan written and embedded QA shows consistent approach to codes. High proportions of E and S. Attainment and progress to meet targets</p> <p>QA embedded and providing data/analysis on strengths and areas for development. Attainment and progress to meet targets</p> <p>Book look analysis shows improvement through the year.</p> <p>QA embedded and providing data/analysis on strengths and areas for development. Attainment and progress to meet targets</p>
2) Ensuring lessons are planned effectively so they are accessible to ALL learners.	<p>Setting of Standards</p> <ul style="list-style-type: none"> Accessibility plan written and embedded. Deep Dives embedded. Ensure ALL staff are aware of learner needs. <p>Quality Assurance</p> <ul style="list-style-type: none"> Daily review of lessons from on call walks, feedback through SLT meetings. SLT meetings with teaching and learning focus. Termly QA at SLT level specific to roles: climate walk, book look with student voice and curriculum conversations. Termly QA at department level: climate walk, book look with student voice and curriculum conversations. Deep Dives completed. <p>Improving Practice</p> <ul style="list-style-type: none"> Continue to support staff with training on Accessibility as part of CPD programme. SLT trained in Deep Dive Method Challenge culture embedded. Curriculum conversations support effective lesson planning. 	<p>NSm/MHE/RM PS/AHA NSm</p> <p>SLT</p> <p>SLT/ML</p> <p>SLT/ML</p> <p>PS/AHA SLT/ML MHE/CRU</p>	<p>Sum 21</p> <p>Termly</p> <p>Termly</p>	<p>The CODA Curriculum (Implementation) is judged to be effective in that teachers:</p> <ul style="list-style-type: none"> have good subject knowledge and present subject matter clearly. ensure that work matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. ensure that students are challenged appropriately. design teaching to help students integrate and remember what they have been taught and to integrate new knowledge into larger ideas. ensure that all students can access the curriculum, inc. through the selection/adaptation of resources. <p>Other Monitoring/QA identifies that:</p> <ul style="list-style-type: none"> the CODA CLASSROOM and BEHAVIOUR CODES are implemented effectively and consistently.
3) Enhancing the use of assessment and feedback to support learning and achievement.	<p>Setting of Standards</p> <ul style="list-style-type: none"> Review and update current Assessment and Feedback Code Relaunch updated code with timelines and standards of practice <p>Quality Assurance</p> <ul style="list-style-type: none"> Book Look and Student Voice from QA and Deep Dives highlight strengths and areas for development. Review of each department assessment schedule and design against new protocol through QA meetings. 	<p>AHA/MHE MHE/AHA AHA/MHE/SLT/ML</p> <p>MHE/SLT</p> <p>PS/AHA/MHE/ML</p>	<p>Sum 2021 Sum 2021 Sept 2021</p> <p>Termly</p> <p>Aut Term</p>	<p>The CODA Curriculum (Implementation) is judged to be effective in that teachers:</p> <ul style="list-style-type: none"> use assessment well, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. check students’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. <p>Other Monitoring/QA identifies that:</p> <ul style="list-style-type: none"> the CODA ASSESSMENT CODE is implemented effectively and consistently.

	Improving Practice <ul style="list-style-type: none"> Continue to support staff with training on Assessment as part of CPD programme (linked to 'Walkthrus') Curriculum conversations support effective lesson planning. Completing the data loop during extend form time re-embedded. Ensure ALL students know external targets. Ensure all staff plan lessons so all students meet external targets. Target stickers on all books and completed termly. Follow up conversations to take place. All staff are identifying and intervening where students under perform. 	CR MH	Termly	
4) Ensuring all leaders take responsibility for monitoring, evaluating and improving the Quality of Education at all levels.	Setting Standards <ul style="list-style-type: none"> Global QA document written and embedded at all levels. Evidence forms reviewed/created, approved and uploaded to BlueSky. Expectations and timelines for all QA shared at ML meetings. School SEFs written termly. Departmental/Year SEFs written. Quality Assurance <ul style="list-style-type: none"> ML and SL following plan and supporting a more effective provision. Support given to MLs in the scheduling/implementation/evaluating of their QA in preparation for their SEF meeting through link meetings. Improving Practice <ul style="list-style-type: none"> Training given to all MLs on how to record QA using templates on BlueSky.. 	PS BS AHA MHE SLT ML	Sum 2021 ML Meeting Termly Bi-annually Termly	<ul style="list-style-type: none"> All leaders have a secure knowledge of QA processes – “who does what, when, how and why” QA schedules adhered to and deadlines met. Judgements relating to the Quality of Education at department and whole-school level are evidence-based and robust Feedback from Quality Assurance is used to improve the curriculum All leaders are prepared for Ofsted/Deep Dives. Scripts and line of enquiry prepared and embedded
5) Continuing to develop quality learning experiences for students who are learning out of lessons.	<ul style="list-style-type: none"> Update and embed staff remote learning expectations. Re-write and update parent information on remote learning in leaflet and website. Continue to develop the referral room to improve quality of learning. Continue to use Edclass to provide remote learning for students outside of school. Staff to train students regularly on using remote learning platforms effectively and increase the use of email to students. Review of digital accessibility for all students 	CRU CRU CRU CRU CRU CRU	Sept 21 Sept 21	Staff, pupil and parent feedback continues to be positive about remote learning Students who are placed in the RC make progress in line with their peers – analysis shows this Students with blended provisions make progress in line with their peers – analysis shows this Students 'email' time embedded and students effective use of digital platforms enhances learning All students, have the skills and technology to be effective with RL
6) Developing a culture of self-development amongst all staff by embedding self/peer observations.	<ul style="list-style-type: none"> Write self-development, including peer observations, into PM targets. Remove lesson observations from performance management. Provide staff training in using developmental observations to improve practice, particularly post observation discussions. Provide cover for staff who need it to complete peer observations. 	PS/CRU PS/CRU CRU CRU	Sept 21 Nov 21 Sept '21	Staff feedback continues to remain positive regarding CPD. 80% of staff complete peer observations throughout the year.


OUR CULTURE

To support the culture and individuality of each school/academy in our Trust, building strong communities in and around them by:

Priority	Summary of actions	Who	Review Date	Impact/success criteria/key performance indicators (KPIs)
1) Rewarding students who meet/surpass our expectations and supporting the 'paradigm shift' BFL protocols.	<ul style="list-style-type: none"> Review and update Paradigm shift philosophy/protocols Rewrite and embed rewards plan QA consistency of Paradigm shift/rewards at CODA both staff and students Pledges rewritten and embedded to include additional curriculum promises -students meeting pledge expectation to achieve AD3 	ABA/PS ABA/PS ABa AB/CRU/JD	Ongoing Ongoing Sept 2021 July 2021	Proportion/percentage of students receiving rewards increases. Variety of rewards continue to increase Proportion/percentage of students receiving rewards increases. Variety of rewards continue to increase QA showcases consistency High proportions of students achieving AD3. Student and community voice is positive
2) Providing all students with an effective pastoral care which includes student voice, mental health and wellbeing.	<ul style="list-style-type: none"> SMSC gold award to be achieved Mental health and wellbeing strategy document written and embedded Personal Development mapping and all support routes advertised effectively to the community Student ambassadors re-established in this area and impact reviewed Mentoring through TTF, Level Best and counselling/key work (where appropriate) embedded Recovery curriculum reviewed and response written and further actions embedded (short and long term) 	AB/Pastoral Team ETO JD Pastoral Team/Connect ABA/ETO	July 2022 July 2022 Sept '21	SMSC gold award achieved Community feedback on mental health/wellbeing support positive. Reduction in negative events and sanctions. Reduced exclusion, RC, detentions and negative events. PD Deep dive shows coherence Reduced exclusion, RC, detentions and negative events.
3) Ensuring that safeguarding is effective and there is an evident vigilant culture.	<ul style="list-style-type: none"> SCR checked every half term Derby City safeguarding audit completed annually and all criteria met Actions from last annual review addressed and embedded Training and education for staff and students so the 'culture of safeguarding' is vigilant and effective Safeguarding training completed by all staff Achieve National Online Safety Certified School Status Achieve National Online Safe Remote education School Status 	PS/MBE ABA/HG ABA/HG PS/ABA/HG BS/CRU AB/HG AB/HG/CR	May 2021 July 2022 Sept 2021 Oct 2021 Oct 2021	Safeguarding judged as compliant and effective in academy reviews and external audits. DC audit compliant External and internal safeguarding/Personal Development audits demonstrate a culture of vigilance. School community confident with safeguarding procedures and use these where appropriate Flick and other training (E.g. NOS) completed by all. Pertinent information is displayed effectively across the school All staff complete training commensurate with their position, all staff have access to resources to keep students safe online. Parents given access and encouraged to download the app and use the training and resources available.
4) Being involved in fundraising, environmental and other charitable work.	<ul style="list-style-type: none"> Recycling bins and recycling philosophy launched Charity event mapping to planning to be completed and embedded Student Ambassadors linked to environment and charity 	PS/MD ABA/JD ABA	Jan '22 Jan '22 Jan '22	CODA to start embedding plans for eco friendly school CODA contributions to charities to exceed £3,000
5) Building good links with and becoming the school of choice for our feeder primary schools.	<ul style="list-style-type: none"> Transition protocols adapted so that the ML/SL have more presence in primary feeder schools Induction days refreshed Induction dossier to be created and embedded (Year 5/6 students accessing CODA) Transition calendar to be followed and reviewed annually 	RME RME RME RME	Jan '22 Jan '22 Sept '21 Jan '22	Year 7 to meet and exceed PAN Full transition program in place and community feedback is positive
6) Ensuring student attendance is high.	<ul style="list-style-type: none"> Embed additional LM support for attendance of PA students Attendance flow reviewed and embedded Rewards for high attendance to be included in the Paradigm Shift plan PP and SEND 'improving attendance' plan to be written and embedded 	ABA/MS ABA/MS/Pastoral Team ABA/RME/NS/MS	July '22 Jan '22 Jan '22 Jan '22	Gaps in attendance for groups of concern reduce. SEND, PP, WBRI, WROM Attendance of 95% achieved Gaps in attendance for groups of concern reduce. SEND, PP, WBRI, WROM
7) Reviewing and adapting the Family Engagement Action Plan in response to the COVID 19 pandemic.	<ul style="list-style-type: none"> Adopt a more 'open door' approach to support parents to feel familiar with the school. <ul style="list-style-type: none"> Coffee mornings, tours, reading/education events, etc etc. Relaunch events in the community, both in Sinfin and in Normanton/Peartree. Create ICT support events for parents to enable them to support students' remote learning. <ul style="list-style-type: none"> CODA to be a digital learning hub through Derby City OA, parent lessons etc. Review 'SchoolCloud' and offer a hybrid approach of online and in-person parent/teacher consultations. 	RMe RME PS/RME RME	Termly	Parent feedback on opportunities to engage with the school is positive. Attendance to parent events increases (currently around 50%) Attendance at community events increases. Digital hub, PFG and other coffee morning type events in place Parents evening attendance/engagement increases >60% and supported with Normanton Parents Evening
8) Securing, supporting and developing effective governance.	<ul style="list-style-type: none"> Governor elections completed and all posts filled Governors to receive training on specific roles of governance 	PS/AMA/BSM PS/AMA/BSM		Governance stable and all positions filled Governors are an active part in the development of the school

	<ul style="list-style-type: none"> • Governors to complete Safeguarding training and Data protection training (NOS) • Trust review of governance in review week • Governance compliant 	<p>BSM BSM AMA</p>		
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Improving the life chances of all students