

Fairfield High School for Girls



Policy for the Curriculum and Assessment

Approved by:	Full Trust Board	Date: October 2022
Last reviewed:	October 2021	
Next review due by:	October 2023	
Person Responsible:	Deputy Headteacher	

The curriculum vision

Our curriculum at Fairfield High School for Girls challenges and inspires and is underpinned with the principle of “**outstanding progress for all**”. This is because we believe every pupil is capable of great achievement and personal development. The curriculum is the pathway to success and reflects our ethos, values and aims. Our curriculum is effectively planned, knowledge rich and ambitious. It leads to a continuous outstanding quality of education for each and every pupil. We remain committed to this offer for our local community; we aim to broaden horizons and instill an intrinsic motivation to achieve through a love of learning which is carried through life.

Our distinctive offer is embedded in our history and tradition. Our heritage stands as a testimony to this central principle and practice. The Moravian community were pioneers in the education of young women. It is this group who established the school over 220 years ago, breaking through barriers to offer education to a section of society previously limited by social constraints. It is from this proud history of outstanding academic achievement that we continue our pursuit of creating

Successful learners

Confident individuals

Responsible citizens

The curriculum lies at the heart of all we do. The curriculum experience has breadth and challenge and is planned to meet all pupils’ learning needs. Through the curriculum pupils acquire a wide breadth of knowledge which in turn enables the application of skills, supporting progression to the next stage of learning. It poses questions and pursues answers. Through a rigorous academic focus, we aim to provide the very best learning experiences in Mathematics, English, the Arts, Sciences, Languages, Technology, Humanities and Computing. Our pupils experience a curriculum which not only prepares them for their chosen learning pathway in further education or employment, but develops and encourages a deeper fascination and understanding of the world in which they live, their own values and those of others from differing belief systems.

The impact of belonging to the school community reaches far beyond the academic. Through the strong ethos and wider curriculum, a rich set of experiences is offered; experience days, trips and visits, extra-curricular activities and the modelling of desired values and behaviours to develop character, resilience and a growth mind-set. This whole learning experience from Years 7 to 11 develops cultural understanding, aspiration and a curiosity about the world we live in. We want our pupils to be educated citizens who appreciate the very best of human creativity and achievement. Who contribute, participate and engage with all aspects of their school experience to think about the people they aspire to be and the kind of world they aspire to create.

Pupils leave Fairfield with the knowledge and skills for the next stage of their life, equipped with confidence, resilience and aspiration as young women, able to behave with integrity and to flourish in modern Britain and the global community.

Entitlement curriculum:

All pupils at Fairfield High School for Girls are entitled to an evolving curriculum experience that is:

- **Equally accessible** to all pupil groups, regardless of learning needs or social background;
- **Broad**, covering a wide range in terms of knowledge, skills and understanding, which allows academic achievement to be complemented by planned opportunities to apply knowledge and skills, as well as encouraging the development of personal and social qualities such as character and commitment, self-discipline, confidence, initiative and self-awareness;
- **Balanced**, in that each element is allocated sufficient time (in line with National Curriculum recommendations) for it to make its particular contribution to the learning process and the development of the individual;

- **Delivered**, using a range of learning and teaching styles, via the FHS Expert Teaching Cycle, which are rooted in an understanding of how pupils learn and develop memory;
- **Relevant**, in that pupils' can relate what they learn to their own wider experiences and to adult life. The curriculum meets both their present and possible future interests and needs, offering knowledge, skills and understanding which relate to life beyond school. It enables genuine opportunities for success and progression;
- **Differentiated**, in that it is adapted to meet the needs of each pupil in terms of their abilities and aptitudes. The entitlement curriculum provides learning experiences which ensure that all pupils, whatever their perceived ability, are challenged and supported where necessary, and in which their individual achievements are recognised and valued;
- **Illuminative**, of the learning environment so that pupils become accustomed to participative, consultative and exploratory patterns of learning, and are exposed to high expectations.
- **Progressive**, in that it provides a coherent and continuous programme of learning which builds upon prior understanding. The curriculum is progressively planned, structured and sequenced to ensure highly effective learning and transition between topics, years and phases;
- **Accessible**, in that it has built in, appropriate procedures for assessment, intervention, monitoring and recording of achievement.

The curriculum:

We believe the first step towards outstanding learning, teaching and pupil outcomes is to have an ambitious curriculum. Our distinctive offer is an ambitious, traditional, academic curriculum which is grounded in our historic ethos of 'outstanding progress for all'.

Through our curriculum we develop pupils who are:

- **Successful learners** – aspirational, hard-working, inquisitive
- **Confident individuals** – happy, resilient, independent
- **Responsible citizens** – respectful, kind, inclusive

The word curriculum is derived from the Latin meaning 'the course of a race', to 'run or proceed'. As pupils progress through our school, all learning, interactions, events and opportunities comprise the curriculum. As such, we believe the term encompasses everything from interactions between staff and pupil; modelling behaviour and shaping character, to the breadth and depth of the taught curriculum, supported by all the enrichment opportunities offered across the school and the preparation for the next stage of learning. The curriculum defines all that happens in our school, it is purpose enacted.

Personal development is a major component of the curriculum; it permeates all we do. The progression and advancement of the 'inner' curriculum is of major significance; the growth in resilience, care, character, values and perseverance, all support learning. It is these and other characteristics that enable pupils to have the best chance of success with the academic curriculum.

Our curriculum:

We take our definition of the curriculum as 'The lived daily experience of young people in and out of the classroom', (Dylan William).

The curriculum at Fairfield is best summarised by the work of Dylan Wiliam who states that a good curriculum is:

- **Balanced** in its breadth of subjects and topics; we promote the academic and personal development as equally important.
- **Rigorous** to the disciplines taught; subject matter is taught in a way that is faithful to its discipline.
- **Coherent** within and across subjects; we promote connections and links between different subjects and experiences.
- **Vertically integrated** to promote progress over time; carefully sequenced knowledge and skill development builds progression.
- **Appropriate** for the stage of pupils' learning; matches challenge to the pupil's current level of knowledge.
- **Focused** in its choice of content; teaches important knowledge with the big ideas and key concepts in a subject.
- **Relevant** to the young people in our school; connects the outcomes to our pupils in our local context, it enables pupils to make informed choices.

This structure and the high-level outcomes prescribed in the National Curriculum form the basis of our curriculum offer. Subject curriculums are structured sequentially over time to build knowledge, understanding and skills and meet the breadth and depth of the expectations of the National Curriculum.

The curriculum and pedagogy:

Our holistic view of the curriculum means that it cannot be meaningfully separated from pedagogy. It is about a deep learning experience in and beyond the classroom, with high impact support as required, and strong leadership to underpin the whole process.

'In our context, the curriculum impact and pupil outcomes that results from expert teaching does not just refer to the internal and external grades that a pupil is awarded but the knowledge and skills they gain from the curriculum, the quality of work they produce and being ready for the next stage of their education. Quite simply, teachers at Fairfield are responsible for ensuring that all pupils know more and can do more through an ambitious curriculum' (please see the Policy for Learning and Teaching for the school's approach to pedagogy).

Personal development:

Running through all subjects, key strands are evidenced: the development of spiritual, moral, social and cultural awareness and appreciation, understanding of British Values, radicalisation and e-safety and careers. Pupils are taught relationship, sex and health education as part of the spiral curriculum in Lifeskills (PSHE programme). Through the PE programme of study and across other disciplines, pupils' physical development and responsibility for their own health, enables them to be active individuals.

We aim to equip pupils with knowledge and cultural capital to succeed in life, sharing with them the very best in thought, words, creativity and achievement. All aspects of the curriculum contribute to this element to support pupils with their learning journey, their confidence in wider society and in promoting social justice.

The curriculum supports the five foundations for building character. There are enabling character traits that we aim to develop through the curriculum, personal development and extra-curricular activities. We support pupils in developing persistence, self-belief, self-control and wellbeing. We contribute to this dimension of our offer through: high expectations of behaviour towards one another; a structured sequenced curriculum to build confidence; sporting activities for competition and celebration; creativity to develop new interests and develop existing ones; performing; volunteering and membership through school and national programmes; and understanding of the world of work.

The taught curriculum:

Literacy, reading and numeracy are the gateway to the wider curriculum. The taught curriculum is delivered in an inclusive environment and interventions are delivered to support pupils' in fully accessing the curriculum.

The taught curriculum is structured to build on prior learning, to challenge in the present and to prepare for the learning ahead. Each subject delivers a sequenced knowledge rich curriculum. This develops disciplinary vocabulary, specific disciplinary skills and contributes to skills for learning across the curriculum. Through developing knowledge, understanding concepts and acquiring skills, pupils are able to choose and apply these in relevant situations.

The taught curriculum in Years 7 and 8:

Subject	Hours per fortnightly cycle Yr. 7	Hours per fortnightly cycle Yr. 8	Hours per fortnightly cycle Yr.9
English	7	8	8
Mathematics	7	8	8
Science	7	8	8
Modern Languages	6	4	4
Geography	3	3	4
History	3	3	4
Life Skills (PSHE)	2	2	1
Design Technology	3	3	3
Physical Education	3	2	2
Performing Arts (Music and Drama)	3	3	2
Computing	2	2	2
Art	2	2	2
Religious Studies	2	2	2

We have a duty and moral responsibility to ensure the curriculum remains as broad as possible for as long as possible. It is during Year 9 that pupils make their informed option choices for their suite of subjects to study during Years 10 and 11. This process is supported with independent careers advice and full parental/carer involvement.

Years 10 and 11:

The curriculum at KS4 is designed to enable all pupils to follow a personalised pathway in order to access their chosen progression route at the end of Year 11. We provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals. Many pupils

will progress to level 3 courses of study and then go on to university, with successful applications to high performing Universities with very exacting entry standards. The KS4 curriculum is designed to provide for those entry standards for pupils with that aspiration. The option blocks are based on personalised routes of specialism or breadth.

The majority of pupils will follow the following courses:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Combined Science: Trilogy (Double Award)
- GCSE History or Geography
- GCSE Modern Language from French or German
- CORE Physical Education
- CORE Religion and Life Skills Education
- Two option subjects of personal choice from a published list.

Subject	Hours per fortnightly cycle Yr.10	Hours per fortnightly cycle Yr.11
English	9	10
Mathematics	8	8
Science	9	9
Modern Languages	5	5
Geography / History	5	5
Life Skills	2	2
Physical Education	2	1
Option choice	5	5

The taught curriculum is enriched with ‘Mastery’ days. These are designed to support pupil groups. Experience days are scheduled for each Year group across the calendar to support development of character, cultural capital and understanding of key curriculum strands.

Principles of Assessment

At Fairfield High School for Girls, assessment sits at the heart of our curriculum and is seen by all as a *learning experience*. Assessment is carefully planned and sequenced within the curriculum to support our overarching vision of ‘*outstanding progress for all*’, meaning that all pupils in all groups, including pupils who are disadvantaged and pupils with SEND, can continue to achieve excellence. Under normal circumstances but even more since the pandemic, assessment is a vital tool in the delivery of our highly aspirational curriculum. At Key Stage 3, all subjects produce Assessment Plans that describe *how*, *when* and *why* they assess the impact of their curriculum on the progress of

pupils. This sits alongside other Quality Assurance systems to determine the effectiveness of the curriculum.

Effective assessment allows teachers and leaders to determine what pupils *know, understand* and *remember* well and what areas of the curriculum need further development so that they can address and repair this through further planning or targeted intervention. The process of assessment, including how pupils prepare and are supported before and after, is a highly effective part of the learning journey in ensuring that long-term memory is strengthened.

Assessment Approaches

Three broad overarching forms of assessment are used: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, identify gaps in knowledge, misconceptions and areas in which they need to improve
- Parents/carers to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve

At Fairfield, formative assessment is embedded within The Fairfield Expert Teaching Cycle in the modelling, questioning and feedback stages. It is the most frequently used method of assessment, informing teachers' lesson planning and teaching every lesson. Questioning in lessons is highly effective in supporting teaching to measure pupils' understanding and identify misconceptions. Teachers use strategies to assess understanding in lessons which result in immediate feedback. Intervention and support can then be put in place where needed. Teachers mark pupils' work and give verbal and written feedback to help them to make further progress. Formative assessment supports teachers in identifying gaps in pupils' understanding and responding quickly to address this in the lesson, through high quality written feedback, whole-class verbal feedback and in further planning. Formative assessment also supports teachers in determining and reporting pupils' current progress, strengths and areas for development in order to keep parents/carers informed and involved in their child's learning and progress.

In-school summative assessment

Effective in-school summative assessment enables:

- Teachers to evaluate learning at the end of a unit or period and evaluate the impact of their own teaching to plan for the future
- Pupils to understand how well they have learned and understood a topic or section of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents/Carers to stay informed about the achievement, progress, strengths and areas for development for their child so that they can work with the school in supporting their child further
- School leaders to monitor the effectiveness of the curriculum, performance of pupil cohorts and identify where interventions may be required to ensure that pupils achieve excellent progress and attainment

All year groups have two formal assessment windows each year. The Fairfield Assessment for Learning Cycle outlines our approach to this and ensures that assessment is purposeful and impactful for all pupils. Pupils make progress as a direct result of the summative assessments.

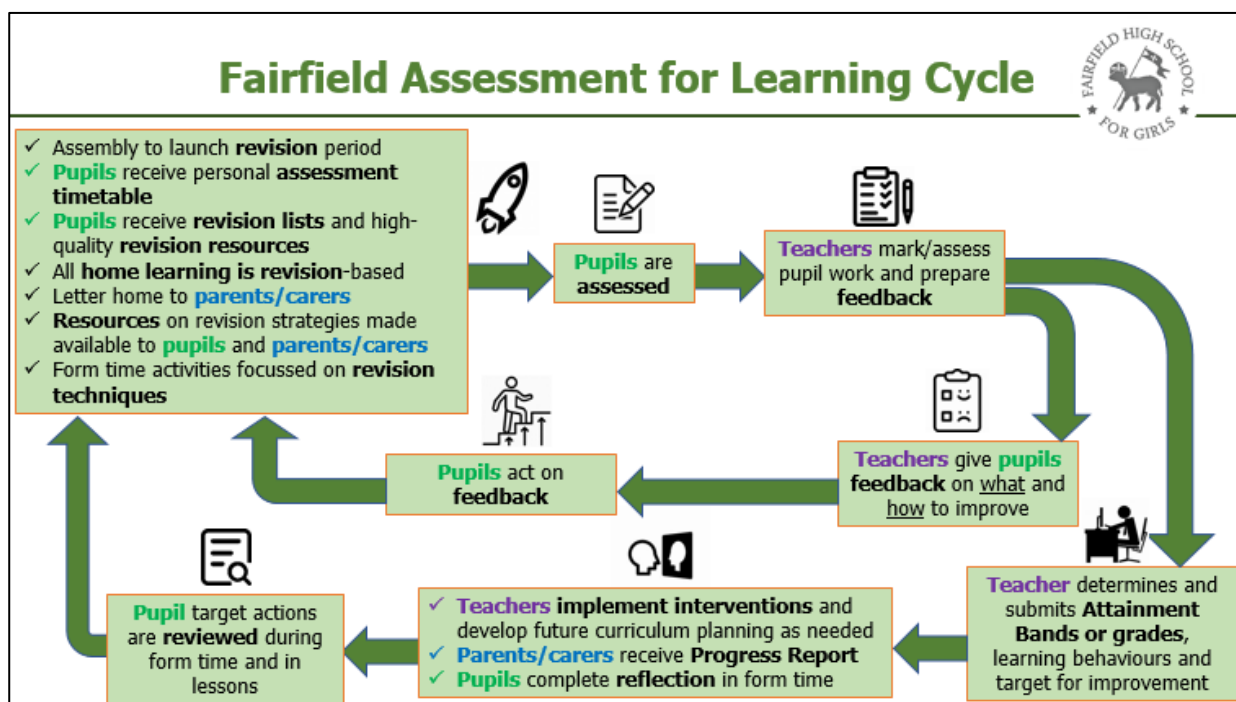
The Education Endowment Fund (EEF) found that metacognition is one of the most impactful interventions in accelerating pupil progress. With each assessment window, pupils follow a programme to launch the assessment period and remind pupils that assessment is a learning opportunity. Revision strategies are revisited with pupils to support them in understanding how they can develop memory to remember the content and skills on which they are being assessed, and further discussions take place during form time in the lead up to assessments to support pupils with their preparation. Pupils receive revision lists and high-quality resources for each assessment to outline what should be the focus of their revision and support them with this. Taking this approach from Year 7 supports pupils in developing effective revision habits and using retrieval practice as learning strategy to develop long-term memory.

When marking assessments and providing next steps feedback to enable pupils to make further progress, teachers and leaders consider how to support pupils in addressing areas for development and this feeds into future lesson planning. Teachers make good use of question level analysis (QLA) to monitor progress and inform appropriate interventions. Teachers standardise and moderate assessments and marking to ensure pupils are assessed accurately, fairly and consistently.

Teachers and Subject/Faculty Leaders keep records of pupil outcomes in summative assessments and use this to track and monitor progress and inform intervention strategies within the classroom or on a subject/faculty level.

Core Expectations for Summative Assessment

- All Faculties provide pupils with a suitable revision list, outlining the focus of pupils' preparation and what knowledge or skills will be assessed. High quality revision resources are shared with pupils prior to any summative assessment.
- Pupils will be given advice and guidance during lesson time on how to revise or prepare in specific subject areas for each summative assessment they do.
- Pupils will normally only be assessed on content/knowledge or skills they have covered in the curriculum.
- Pupils will receive subject specific, expert feedback from class teachers (which could be written or verbal) following each summative assessment which outlines what the pupil performed well on and what areas for development were highlighted. Pupils will be shown or told how to address those areas for development and, where possible, will be given time and resources to work on them.
- Pupils record their Year 11 target grades and current progress descriptor (KS3) or grade (KS4) in their Fairfaxes.



Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- Teachers to understand national expectations and assess their own performance in the broader national context
- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve excellent progress and attainment
- Pupils and parents/parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments take the form of GCSEs and vocational qualifications at the end of Key Stage 4. GCSE and vocational qualifications results enable teachers and leaders at Fairfield to evaluate effectiveness of the curriculum by identifying areas where pupils are making good and outstanding progress and where pupil progress could be improved. This is done on a whole cohort level using exam boards' Post-Results Services and also looking at groups of pupils including disadvantaged pupils, pupils with SEND and according to prior attainment. Results are reviewed through our Termly Management Reports (TMRs) and in meetings with the Senior Leadership Team.

Assessment of Reading

Reading is widely recognised as one of the most crucial skills that pupils need to develop for them to become successful learners. There is much research, including from the EEF, detailing the importance and impact of developing pupils' reading abilities. In order to support every pupil with their reading, it is essential that we all understand pupils' reading abilities and that we track progress in reading to determine if our strategies in the classroom and our targeted interventions for those identified as needing additional support are impactful and effective.

All pupils complete the National Group Reading Test (NGRT) from GL Assessments in September each year to determine their reading age and identify which elements of reading pupils would benefit from support with. Data from this is shared with all teachers to allow them to support pupils across the curriculum using the strategies we have explored through the comprehensive CPD programme delivered to all teachers and Teaching Assistants on developing reading fluency.

Parents/carers are also kept informed of their child's reading progress so that we can continue to work together to support their child. Targeted interventions, including the Lexonik programme and reading comprehension activities, are delivered to pupils who are identified as needing additional support.

Key staff including the Lead Practitioner for English, Director of Studies for English and the SENCO, meet regularly to review reading interventions and progress. Our approach to reading assessment and intervention has been driven using research from the EEF and support from their Content Specialist for Literacy.

Collecting and Using Data

Both formative and summative assessment feed into the school's data collection and reporting programme. Throughout the academic year we have four whole-school data collection windows. The first, in the middle of the autumn term, considers only the Learning Behaviours of pupils. This enables early identification of which pupils' Learning Behaviours are causing concern and whose should be celebrated and praised. Where there is a concern, there is a structured, planned response between the Pastoral Faculty and curriculum staff to support the needs of the individual pupil.

There are a further three termly data collections where teachers report a current Attainment Band (KS3) or grade (KS4), a Learning Behaviour grade and identify one key area for development that describes to pupils and parents/carers how they can make further progress. Pupils in Key Stage 4 also receive predicted GCSE and vocational grades.

At KS3, pupils are ranked within their year group to determine their Attainment Band for each subject. This is compared to the Attainment Band that their Year 11 target grade suggests they should be in and we report to pupils and parents/carers whether they are on track to achieve, exceed or not achieve their target grade. Grading at KS4 is in line with the grading of the particular course, using GCSE or Vocational and Technical Qualification (VTQ) grade descriptors or grade boundaries, as appropriate.

Pupils' target grades are differentiated for English, Maths, EBacc subjects and Open element subjects (as used in Progress 8 calculations) using FFT Aspire which bases targets on the average progress of pupils with similar starting points/profiles. The differentiation of these target grades recognises that pupils have differing levels of achievement across the curriculum but we set all target grades at a very high level, in line with other top performing schools, to reflect our high expectations and aspiration for all pupils.

Progress for All meetings use assessment data and involve key stakeholders across the school to review progress of disadvantaged pupils and pupils with EHCPs to ensure that strategies are in place to support them in making at least as good progress as pupils who are not disadvantaged. Data is analysed by Faculty Leaders, including the Pastoral Faculty, through the TMR process. Teachers and Leaders use this data to consider which pupils need additional support, what support is appropriate and how it can be delivered.

Reporting to Parents

Parents/carers receive a termly Progress Report outlining their child's grades (KS4) or Progress Descriptors (KS3), Learning Behaviours and an action comment for each subject that outlines how to make further progress. Pupils record these grades and feedback in their Fairfaxes. They reflect on their progress during structured form time sessions where they consider what is going well and where further improvements can be made. Parents/carers also receive a summary of their child's attendance and Reward Points in the Progress Report.

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. The curriculum is reviewed on an individual basis to ensure appropriate support is in place whilst maintaining a breadth of learning. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects (further information can be found in the Policy for Equality and the equality Objectives and in the Policy for SEND and information reports).

For all summative assessments, from Year 7 onwards, all pupils with SEND receive any appropriately supportive Exam Access Arrangements to establish normal ways of working and allow them to access assessments to the level that any other pupil can. Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same unwaveringly high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Evaluation and impact:

The curriculum and pedagogy continue to evolve. The school is committed to giving all staff access to high quality, excellent continuous professional development. Through all CPD and training activities, there is a focus on improving the quality of education and pupil outcomes (please see the Policy for Learning and Teaching).

Continuous Professional Development, the structure of the strategic school calendar, quality assurance processes and standing agenda items during meetings, contribute to an ongoing and persistent review of our curriculum offer.

Changes that are made to the curriculum are in direct response to the moral duty of those pupils in our care; to support outstanding progress for all.

Support for Subject Leaders:

The CPD programme for staff includes dedicated curriculum development time. Quality assurance activities, curriculum meetings, TMR documentation and discussions, alongside other Faculty activities, maintain the focus of curriculum development and sharing good practice.

Annually, following the close of the public examination window, colleagues are allocated CPD time to review curriculum overviews, schemes of learning and lessons. Members of SLT work with Faculty Leaders as required to support the process.

Curriculum leaders receive training and support in curriculum design. Key concepts related to curriculum design such as sequencing of concepts and knowledge progression are at the forefront of curriculum review and development.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

It complies with our funding agreement and articles of association.

Roles and responsibilities

The Trust Board

The Quality of Education Committee will monitor the effectiveness of this policy and hold the senior leadership team to account for its implementation.

The Quality of Education Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

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

- 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.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Trust Board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Trust Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The trust board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to Trustees on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the procedures outlined in this Policy.

This policy must be read in conjunction with the following policies:

- Policy for Learning and Teaching
- Policy for Outstanding Conduct and Behaviour
- Policy for SEND
- Policy for Equality and the Equality Objectives