Latymer All Saints CE Primary School

We Care

EMA POLICY- draft

Review Date: September 2014

Rationale

Latymer All Saints Primary School values the contribution which minority ethnic children make through bringing their culture and language to enrich the school environment.

The school shall provide the means for minority ethnic children to achieve their full academic potential, to develop as confident full-rounded -citizens and to have access to a broad and balanced curriculum.

Aims

Our aims for raising minority achievement will be:

- to ensure that the school (in its wider sense) is welcoming
- to assess individual children for cognitive level, education background and linguistic repertoire
- to establish communication links with home and family and to identify cultural and religious background
- to provide appropriate support and in service training for teachers
- to ensure that classrooms reflect the culture of all the children, and that every child's culture and language is valued
- to monitor and assess progress regularly to check that pupils have the opportunity to achieve their full potential for learning
- to keep all staff informed by providing opportunities for information sharing/gathering

Whole School Approach

Staff will be made aware of the cultural needs of children and every effort will be made to ensure the school is welcoming:

- by including reflection on other cultures as a normal part of the curriculum
- by promoting language awareness throughout the school
- by having available dual language notices and books where appropriate and displaying pictures reflecting different cultures
- by staff disseminating relevant information gained through inset/staff meetings to all teaching and support staff

The Role of the SENCO

Only bilingual children who have additional special needs will have their names added to the Special Educational Needs Register. Whenever possible contacts with pre-school and transfer schools will be arranged to exchange information about the child's linguistic and cognitive ability, what support has been given and how parental partnership has developed.

Home Contact

Home-school links will seek to provide clear information about the school (*e.g. news letters, curriculum over views and termly reports*) and its procedures and to establish mutual respect for culture and values.

Teaching and Learning – See Teaching and Learning policy

All ethnic minority children at all levels of English are included in the mainstream classes and are taught according to the National Curriculum. Good practice in terms of teaching children with EAL is seen as good practice for all children. The needs of EAL pupils in the classroom are met through the use of appropriate **classroom strategies**, **group work** and **direct support** where appropriate and manageable. EAL children receive 1:1 support where appropriate for example the child is totally new to the English language; otherwise they receive support from TAs and EMA staff in the classroom. EAL children can also be paired with children who speak the same language and offer a good model of English. Every year group is to present a workshop to parents on ways to support their children.

Class Room Strategies

- Lessons are planned to promote a positive language experience such as speaking and listening opportunities, mixed ability groups and – where possible- the use of children or adults who speak the same language as the child.
- Key vocabulary should be displayed
- Teachers should take every opportunity to use visual and contextual support
- Oral work to precede written work
- Where possible children are encouraged to use their first language
- Where children speak little or no English the emphasis should be on communication skills emphasizing the language of thinking and speaking.
- Pre-teaching to prepare children for new vocabulary linked to future lessons

Assessment

Children of all ethnic groups and at every stage of learning English are included in the various assessments that take place in the school. Their progress is recorded in terms of EYFS profile and assessment levels. Please see the school's Assessment Policy.

The admission form will provide the class teacher with initial information on the child's oracy and literacy skills. EAL children who enter the school mid phase are assessed by the class teacher and EMA staff after two weeks in school. EAL children are assessed using the QCA Language in Common Scale.

The school maintains a difference between the needs of a child that stem from Special Educational Needs and those that stem from English as an Additional Language. Children are assessed individually to identify their needs.

Curriculum Development

- Planning needs to show the strategies and resources used to support access to the curriculum for EAL pupils. Teachers are asked to put in bold such provision.
- EAL co-ordinator should aim to work with subject co-ordinators to ensure that their subject content reflects the cultural diversity of the school.
- Events such as Black History Month are celebrated and embedded in the school calendar, and we focus on the achievements and contributions from a diversity of cultures.

Monitoring and Target Setting

The results of tests including SATs and teacher assessments are analysed in order to identify under achieving ethnic minority groups. Results are recorded on Scholarpack 5 Tracker..

Targets are either based on the QCA Language in Common Scale or agreed year group targets decided by year group leaders for literacy.

Teachers share the progress of their pupils on the QCA Language in Common Scale with the EAL Coordinator (teachers are responsible for recording progress) at the end of each term. EAL strategies used in classroom practice are highlighted in bold on weekly plans.

Resources

Classes have picture dictionaries and dual language books.

The EAL room also stores a range of other dual language books and resources which teachers can use to support their teaching, including a range of games to encourage integration, and development of English vocabulary.

The Widgit Sym writer is available on computers to create visual pictures for key words or sentences to improve access to literacy comprehension:

No one I know uses it and it does not appear on computers anymore.

The EAL shared folder within the staff shared folder has a range of resources such as dual language labels, story websites from all over the world and key words with visual prompts.

Staff Development

Teaching and Support Staff generally receive training annually to update them on EAL strategies and new initiatives. It is also used to reinforce good practice and initiate new staff to the school's EAL approach.

Use of interpretation and translation

The school can write letters in different languages to parents and provides interpreters as necessary for events like Parent's Day. Teachers also use Google Translate for short notes they may wish to use for their children's parents.

This curriculum policy was agreed by the staff and should be read alongside the policy for Teaching and Learning.

Agreed by the Head teacher: _____   Date: _____

Agreed by the Governing Body: _____   Date: _____