

John Ruskin Primary School and Language Classes

Ethnic Minority Achievement Policy

Co-ordinator: Claire Davis

Last review: January 2016

Next review: 2019



“Be responsible, be fair, stay positive and care”

ETHNIC MINORITY ACHIEVEMENT POLICY

Aim

The aim of the Ethnic Minority Achievement Team is to raise the attainment of underachieving pupils from Ethnic Minority backgrounds and to ensure equal provision for all children regardless of culture, colour, race, ethnic background and language skills.

Objectives

- To provide direct support to children from ethnic minority backgrounds, where appropriate and manageable
- To maintain accurate records of the educational progress of targeted pupils in partnership with the class teacher.
- To move the targeted pupils through the levels of attainment and programmes of study in the National Curriculum and to help improve their fluency in English where necessary.
- To identify and meet the needs of newly arrived children and ensure that they and their families are warmly welcomed and feel safe and secure in the school environment.

Role of EMA Teacher/TA

John Ruskin School employs one part time EMA teacher (0.7) and 1 Full time TA. Both support to help targeted pupils gain equal access to the National Curriculum and thereby raise their esteem. Targeted pupils in year 2 are given support during literacy and numeracy lessons. Targeted children in year 3 and 4 are withdrawn during afternoon lessons to participate in additional support for reading or writing. The TA supports new arrivals initially withdrawing from English for a time limited programme then supports these children in class.

Results of progress data are analysed in order to identify underachieving ethnic groups and individuals. Underachieving children are identified and supported to make progress by the EMA teacher in year 3 and 4. In other year groups, relevant teachers and leaders e.g SENco and Interventions Manager are informed in order to ensure support is put in place.

Assessment

- Children from all ethnic groups and at all stages of learning English are included in the various assessments which take place in the school and their progress is recorded on the Sinott Tracker. (See Assessment Policy.)
- Children at early stages of acquiring English are assessed by EMA staff using **Caroline Scott Teaching English as an additional Language scheme** this refers to the QCA extended scale which is linked to English National Curriculum levels. (New assessment scale under review)
- All children with EAL are assessed by class teachers using the QCA extended scale (New assessment scale under review).
- The school maintains a clear distinction between needs that arise from children having English as an Additional Language and those that stem from Special Educational Needs. Children are assessed individually to ascertain their needs.

Teaching and Learning

- John Ruskin School adheres to Southwark's policy of inclusion. Children of all ethnic groups and at all stages of learning English are included in 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 children with EAL in the classroom are met through the use of appropriate classroom strategies, and direct support where appropriate and manageable, and is the responsibility of all staff.

Classroom strategies

- Activities are planned in order to promote positive language experiences. Children with EAL are given opportunities to hear good models of spoken English. Speaking and listening opportunities are maximised. Groupings are flexible to give children opportunities to work in mixed ability groups/pairs and, where appropriate and possible, to work with children who speak the same home language.
- Teachers take every opportunity to use visual and contextual support in their teaching.
- Key vocabulary should be provided in all lessons.
- Oral work precedes written work.
- With children who speak little or no English, the emphasis is strongly on communication skills, recognising the importance of language for speaking and for thinking. Children are encouraged to use their first language where appropriate. Community languages are valued and represented in displays around the school.

Direct Support

Children with EAL receive support from teachers, TAs and other additional adults working in their class. Other children in their classes, both those who share the same home language and those who offer good models of English, also work with them.

The EMA support assistant provides initial withdrawal support for children at early stage of acquiring English who are new entrants to John Ruskin School. This is a 12 week intervention which takes place for 1 hour a day. The EMA support assistant then supports these children in mainstream English and Maths lessons.

In all year groups, teachers draw upon the languages of staff to support children new to English.

Curriculum development

- Planning reflects and addresses the needs of EAL learners, with activities differentiated to meet the needs of children at each QCA extended stage. (New assessment scale under review)
- Black History Month, is promoted and celebrated within the school. This event is embedded within the school calendar.

Staff Development

The EMA co-ordinator plans with some year groups and phases to develop planning, resources and practice.

Induction of new staff

- Training in EAL is included as part of the Induction Programme for new teaching staff.

Resources

- Dual language books are available in every classroom and in the library. Books are chosen to develop positive images of people from ethnic minority groups. Where possible dual language dictionaries that match the home language are given to the class teacher for each new-arrival entrant. Extra dictionaries are available in the EMA Room and from Learning Mentors. Staff are encouraged to use Babel Fish and Google Translate to support New Arrivals to look up new vocabulary.
- The EMA team works with the literacy co-ordinator to ensure books reflect positive images.
- There are specific resources and activities booked to support Black History Month.

Languages

Use of interpretation and translation

- Staff are happy to liaise with parents in other languages whenever possible. Regular staff audits ensure that we are aware of all the languages spoken by staff.

John Ruskin School and Language Classes- Equality Impact Assessment Form

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

EMA Policy

2. Aim(s) of the policy or practice being assessed:

To raise the attainment of underachieving pupils from Ethnic Minority backgrounds and to ensure equal provision for all children regardless of culture, colour, race, ethnic background and language skills.

3. Type of policy or practice being assessed:

Existing

Proposed

4. Department and/or name of person responsible for the policy or practice:

Claire Davis EMA Co-ordinator

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils

Staff

Parents and carers

Governors

School volunteers

Visitors to the school

Wider school community


Other – (please list) _____

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list) _____
- None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:


- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

Yes No  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

No – Go to Section 3

No – insufficient evidence to make a judgement–  Go to Section 3

Yes  - these being:

children or people from different ethnic backgrounds

disabled children or people

boys or girls, men or women, people who identify as transgender

people of different ages

children or people with different religions or belief

children or people who are heterosexual, gay, lesbian or bisexual


Give detail of evidence and/or reasons why:


Children from different ethnic backgrounds who have not been performing well are monitored and targeted with support.

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

No

Yes 

Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion

The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:	
The conclusions and agreed actions:	

Section 7 - Completion

Name and job title:	Claire Davis EMA Co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	21/3/16
Date of next review:	2019
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

