

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 Targeted children in year 3 and 4 are withdrawn during afternoon lessons to participate in additional support for reading or writing.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.