

ST. MARY'S BRYANSTON SQUARE

ETHNIC MINORITY ACHIEVEMENT POLICY

Mission Statement

St Mary's School serves the local community and welcomes the children who come here, whatever their background and faith.

We aim to provide an education informed by the Christian ideal, which will enable all children to fulfil to their potential.

Definition

A child from a minority ethnic group is a child whose ethnicity, language, culture and beliefs are in a minority in our society. These children include:

- Children who speak English as an additional language (E.A.L).
- Children who are of African, African-Caribbean and Black British heritage.

A **bilingual child** is a child who lives all or part of their lives in another language. The term bilingual does not denote fluency in either language.

Aims

The concept of inclusion and cultural diversity promotes an appreciation, understanding and respect for the cultural, moral and spiritual beliefs, practices and values of others.

- All children have a right to full access to the National Curriculum and the opportunity to achieve to their full potential.
- All children's culture, language and past experience will be respected and valued.

Equal Access and Outcome

- We will ensure that all children are able to access the full range of experiences of the National Curriculum and where there is a risk of underachievement the school will put strategies in place to ensure that all children meet their potential.

Organisation

- Information about each EAL pupil will be recorded on the standard school Admission Form and on a language profile sheet which will record information on the child's country of origin, the languages spoken in the family and the child's literacy level in these languages. (see appendix a.).
- The school will ensure that recently arrived early stage or refugee bilingual pupils are supported by Bilingual Assistants provided by Westminster City Council to help in interpreting and explaining school procedures.
- Class teachers will provide scaffolding in their planning so that access for children with EAL is maintained to all areas of the National Curriculum.
- The EMA and class teachers will plan programmes of work together for EAL pupils, monitor and evaluate these and use them to identify future needs.

Principles of Teaching and Learning

The school will ensure that EAL pupils:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Learn through a variety of teaching approaches and methods beginning with first hand experience and practical activities.
- Have a mixture of one-to-one, whole class and group learning.

The school will provide appropriate resources so that EAL pupils have access to additional learning materials and information.

Strategies for Ensuring Planning and Continuity

- All EAL pupils will be monitored by the EMA teacher to assess the level of their literacy skills.
- Stage 1 and 2 pupils will be targeted for one-to-one support with the EAL teacher on a regular basis.
- The class and EMA teachers will collaborate half termly to decide on the needs of the EAL pupil and plan appropriate lesson content.
- The school recognises the difference between the EAL pupil's uses of social and 'academic' or cognitive language. Social language builds up spontaneously and informally on a daily basis but the language of learning, needs to be specifically targeted and taught.
- EAL pupils will take part in mainstream class work at their own level.
- Key Stage 2 EAL pupils, especially Y5/6, are given focused lessons with clearly identified targets outside the classroom with the aim of developing literacy skills to access the National Curriculum.

TEACHING STRATEGIES

Language is best learnt in context so long as appropriate teaching strategies are used to enable pupils to understand the content being taught. Proficiency in English will develop over time if students are given opportunities for using and practising the language needed for the task (Ofsted, 2001-2002). These strategies include:

- Hands-on tasks with strong visual materials to promote the language and understanding needed for deductive thought. Pupil recording can be both pictorial and written.
- Collaborative learning focused on a practical task with an English-speaking child is an effective way for the EAL pupil to learn.
- Use of key visuals and graphic organisers, pictorial and real artefacts across the curriculum.
- A range of groupings with children who are good role models of the English language.
- Planned speaking and listening activities with a talk partner.
- Song and rhymes with repetition.
- Use of first language if possible.
- Age appropriate work with cognitive challenge.

The Identification of the EAL Pupil as a child with SEN

The EAL pupil will be identified as a child with SEN by:

- Discussion of learning progress and achievement between the class and EMA teachers.
- If the EAL pupil is then thought to be a child with SEN the school's SEN practice will be implemented (see SEN Policy).
- Bilingual children in the Early Years will be assessed using the BLEW box materials.
- Where possible a BLA (Bilingual Learning Assistant) will be used to assess the child in both their home language and English.

Resources

- Central resources for EAL pupils are kept in the EAL section of the Upper Resource Room and/or in the dual language library corner.
- An inventory of existing and future resources will be prepared by the EMA teacher.
- Staff will be shown new resources as they arrive.

The Role of the EMA Co-ordinator

The Co-ordinator will:

- Prepare guidelines for all staff on supporting E.A.L children within the mainstream.
- Stay up to date with best practice in EAL by attending network meetings and maintaining good communication with the Westminster Language and Ethnic Minority Achievement Service.
- Keep up to date on the latest EAL information by being a member of NALDIC (National Association for Language Development in the Curriculum)
- Carry out assessment with class teachers and ensure that information is up-to-date for the bi-annual language return.
- Liase with colleagues between in-school and outside agencies

Reporting

- Class teachers meet parents formally twice a year to discuss their child's progress. In addition staff have informal meetings with parents as the need arises.
- The EMA teacher will join the class teacher in parent discussions when appropriate.