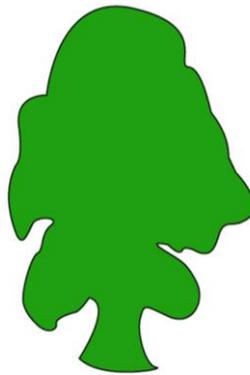


English as an Additional Language/Ethnic Minority Achievement Policy

FOR ELMHURST SCHOOL



Adopted:	April 2016
Next Review Date:	April 2019
Responsible Committee	Curriculum, Pupils & Community

Signed:

Two Year Old Registered Person:	Mrs K. Rumble
Headteacher:	Mrs R. Lee
Chair of Governors:	Dr D. Gamble

English as an Additional Language/Ethnic Minority Achievement Policy

EAL (English as an Additional Language): EAL pupils are all of those pupils who speak English as an additional language irrespective of their individual ethnicity.

EMA (Ethnic Minority Achievement): The awareness and monitoring of the progress made by children from an ethnic minority group, this may include gypsy roma children and children from Eastern Europe for example.

As a fully inclusive school with a diverse community, Elmhurst aims:

- To meet the needs of pupils for whom English is an additional language (EAL); therefore to increase pupils' competence in the acquisition and use of English.
- To raise standards of achievement for these minority ethnic groups at risk of under-achieving; in particular, to increase access to and raise achievement within the National core curriculum English, Mathematics and (wherever possible Science).
- To ensure the needs of immigrant / refugee children and parents are noted and supported within the framework of our school.

Through ongoing strategic monitoring and school development we aim:

- To develop fluency in the English language of multilingual/EAL pupils;
- To identify and respond to the needs of EAL/EMA children;
- To provide support for targeted groups and individual children;
- To develop strategies within the school for supporting targeted groups and individuals;
- To support new arrivals, both academically and with pastoral care;
- To train mainstream staff and teaching assistants and to develop a resource bank;
- To continue to develop positive attitudes and ethos within the school towards ethnic minority groups;
- To develop self-esteem and confidence of multilingual children and ethnic minority pupils;
- To continue to foster good relationships with parents and community groups and to improve home/school links;
- To ensure effective liaison between relevant leadership and management staff throughout the school to ensure continued development and improvement of provision.

How do we analyse the achievement of EAL/EMA Pupils?

- EYFS profile/National Curriculum assessment
- Moderation by BucksCC, SATs
- Observations in class
- Records of assessment on entry and analysis of data;
- Weekly analysis of attendance and punctuality data;
- Records of teaching plans and pupil progress;
- Termly assessment of pupil progress in relation to the identified curricular objectives;
- Number of pupils from the targeted groups on the special educational Needs/Inclusion register;

What strategies do we employ for raising achievement of EAL/EMA children?

- Good primary practice
- Shared responsibility
- Inclusive curriculum
- Differentiated work
- Partnership teaching
- An emphasis on Speaking and Listening
- Collaborative learning in small groups within the classroom
- Group children to ensure that EAL pupils hear good models of English
- Use of resources and visual aids to support and develop understanding
- High status of community languages in the school

'Making a Positive Difference to the Quality of Learning'

- Use of mother tongue in the classroom wherever possible
- Home school links
- Parental involvement
- Use of interpreters / translations
- First language assessment service
- Parental and community partnerships
- Collection and use of attainment data
- Game playing, repetitive language, rhymes and songs
- Inclusion process
- Promoting high rates of attendance
- Effective use of staff to provide focused and personalised support for New Arrivals
- Induction meetings with parents to gather personal information on each EAL/EMA child

How do we promote good practice?

- Staff training/INSET
- Partnership teaching and planning
- Monitoring and observations
- Informal discussions
- Ensuring all staff have clear focus on bilingual learners
- Understanding of parents situation, perceptions and concerns
- Creating maximum opportunities for pupils to speak to each other
- Developing home-school links
- Ensuring that assessments and planning are linked
- Ensuring all staff are familiar with assessments and processes of EAL children
- Effective liaison between Foundation Stage, KS1 and KS2
- Clear expectations of bilingual Teaching Assistants and recognition of their skills
- Teachers exploit the language potential of every activity
- Displays and learning environment are representative of local and world community, ensuring all ethnic groups are represented celebrated within the environment

How do we foster effective partnership with parents and community?

- ESOL classes
- Adult learning classes for parents
- Family learning
- Parent Engagement Officer
- Family Resilience Team
- Induction meetings and school tours prior to start dates
- Home visits as appropriate, particularly in nursery
- Monitoring of parental participation in school activities
- Home school agreements
- Use of interpreter/translators for meetings and letters as needed
- Encouraging (CRB) checked parental involvement in classrooms and on trips
- Recognition of importance at home language
- Cultural events such as 'sparkles day' (Eid) alongside Christmas celebrations
- Regular assemblies
- Termly parent forum meetings