

Statutory/HCC Recommended	Developed by:	Approved by:	Date Approved/Reviewed	Next review date:
School	EAL SL/ HT	HT	25/06/2015	June 2018

Ethnic Minority Achievement Policy

Objectives

The objectives of this policy link specifically with the aims of the school

- to broaden the experiences of all pupils in the realms of language and literacy, mathematics, knowledge and understanding of the world and other cultures
- to promote high standards of pupil attainment
- to provide high quality teaching
- to ensure that all pupils strive to achieve their full potential
- to encourage all members of the school community to respect the rights and feelings of others
- to create an environment where parents and families feel that they can play a valuable part in their child's education
- to celebrate language, culture and diversity and to learn from and about one another in doing so

Induction

Ethnic minority children will be identified on admission to the school when parents/carers complete school admission forms. Details of country of origin, ethnicity and first language will be gathered at this time along with additional useful information required by teachers through use of the 'Parent Questionnaire'. The 'Parent Questionnaire' (Appendix A) is translated into some languages other than English to support parents/guardians. Information from this questionnaire will be used by teachers to aid in successful induction and progress within our school.

Families of EAL children will be provided with a 'Welcome Booklet' which will explain school life and routines as well as introducing some members of staff. A Hampshire guide on attendance and absence in schools will also be provided, in home language where possible.

All school staff will be made aware of the arrival of new EAL children through the Induction Board outside the staff room. Anne Lancashire will be responsible for updating this board with details about the child, and the class teacher will be responsible for attaching a photo of the child within the first few days of their arrival so that the child can easily be identified by all other members of staff.

Classroom teachers are responsible for Induction for all new children, including children with whom English is an Additional Language. Teachers will follow the Induction Checklist (Appendix D) document to ensure continuity across the school for the successful induction of all pupils. Additional Induction Checklists can be found at the top of the staffroom stairs on the induction board. When Induction checklists are complete, they will be passed to the Induction Manager (Vicky Hopkins) along with, after three weeks in school, a baseline assessment of the child.

Parents

Parents will be encouraged to communicate as much information as possible through use of the Parent Questionnaire and an interpreter if needed. We value parental support at our school and we will encourage parents of all children to become involved with school life through activities such as school trips and working within the classroom with groups of children. We also encourage parental support at home with homework

H:\SchoolPool\Policy on the pool\SECTION 2 (Pupils)\EAL Policy\EAL policy.doc

tasks and reading. If parents of children for whom English is an Additional Language find supporting their children at home difficult, we offer alternative arrangements where children can complete homework in school time. If we need to meet with parents to discuss anything and language is a barrier, we will attempt to access an interpreter through Hampshire EMTAS if there is no one available in the family to support translating to other family members.

Assessment

In all cases, assessment will take place on entering the school. Assessment of children's ability, particular for children with very little or no English, will be mainly oral based assessment and in the child's own language when possible. However, an alternative assessment may be more appropriate in consultation with the EAL and Induction Manager or member of the senior leadership team. Ability in the child's home language should also be taken into account. Teachers are encouraged to seat children who are very new to English with good role models in the classroom who can demonstrate the behaviour and model the spoken English to help these children to learn quickly- this should not necessarily be the less able children just because the child has little English.

Targets should be set and monitored by the class teacher and will reflect the academic, emotional and social needs of the child. Children who are early EAL learners will only need a few specific targets as they begin to acquire English as an Additional Language. Targets should be set and assessed using the Level Descriptors document where children are working prior to level 1 of the National Curriculum (A Language in Common, QCA 2000).

On occasions, children for whom English is an Additional Language may also need Special Educational Needs provision. If teachers are concerned that SEN may be present, referral to the school SENCO is required so that evidence can be gathered and assessments obtained before the child is placed on the school's special needs register. Teachers should allow at least 6 months for the child to settle into school however before this avenue is explored, unless the child has joined the school with evidence from a previous school of SEN.

Within 3 weeks of arrival, the class teacher must submit levels for a new child to the Induction Manager for maths, reading and writing. These will be used as a baseline assessment, particularly as many EAL children begin school with no levels recorded from their previous school. As previously mentioned, if the child is working below the new National Curriculum levels, the 'Language in Common Level Descriptors' should be used as an assessment tool.

Monitoring

Monitoring of standards in the teaching of ethnic minority pupils will be incorporated in the school's monitoring activities. They are carried out regularly and involve; classroom observation, work and planning scrutiny and progress meetings. Progress on targets, where English is an Additional Language, will be monitored by the EAL and Induction manager who will report progress or concerns to the senior management team of the school. Designated EAL LSA support may be implemented if needed for children who require it, although in the first instance, discussion with the class teacher about children whose attainment or progress is a concern to make relevant changes in the classroom to rectify the concerns will be completed. Teachers are responsible for the children with whom English is Additional Language in their classroom. If they are concerned about these children, they should notify the EAL and Induction manager for guidance.

The Curriculum

H:\SchoolPool\Policy on the pool\SECTION 2 (Pupils)\EAL Policy\EAL policy.doc

Our school curriculum will;

- Encourage all children to become rights respecting citizens, understanding their responsibilities to others
- Ensure that positive images and role models are given through resources and displays, which will reflect the variety and experiences and backgrounds of all pupils
- Incorporate multilingual resources and vocabulary into teaching and displays when available
- Ensure that a selection of resources are used and that they do not perpetuate inaccurate stereotyped images
- Incorporate a global dimension into the curriculum, which values all cultures and their contributions
- Explore issues of equality and racism with pupils
- Help children to develop strategies and skills for promoting fair play and justice
- Encourage co-operative and collaborative approaches to learning
- Encourage and support children's linguistic and cultural identities

Resources

Resources are available for all staff to borrow from the EAL and Induction Manager. These include dual language resources. Staff must ask to borrow these resources which are located in the deputy's office and return them once used. All staff have a range of materials in their Induction packs to support children's development of English and further resources are available on the Fairfield's Primary School Website and the school server. In addition, the library has a large selection of dual language books for children and staff to borrow. Staff must take responsibility to ask the EAL and Induction Manager if further resources are required as other resources may be available on loan from Hampshire EMTAS if requested.

The Intercultural Manager is responsible for managing resources and ordering required material using the allocated EAL budget, based on the needs of the school at that time as identified through the EAL and Induction Action Plan.