

# **RUSKIN INFANT SCHOOL AND NURSERY**



## **ENGLISH AS AN ADDITIONAL LANGUAGE AND ETHNIC MINORITY ACHIEVEMENT POLICY**

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Revised by: Sarah Almond

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## **Introduction**

This policy details our arrangements to recognise and meet the needs of pupils who are learning English as an additional language (EAL) and ethnic minority achievement (EMA). That is, pupils whose first language is not English, and who use that language on a regular basis inside or outside of school and pupils from any background other than white British. EAL pupils will learn English as an additional language through immersion in the curriculum and the broader life of the school. Where appropriate, individual or group teaching may be used. The school will embrace a diverse society.

## **Context**

Our EAL/EMA pupils arrive in school with a range of exposure to the English language and culture. Some pupils, having had little or no exposure and others having had a wealth of experience. This means that we must meet their needs in an individualised approach.

## **School Aim**

Our school provides an education for all, which acknowledges and is enriched by the diversity of ethnicity, culture and faith of its pupils.

We aim:

- To remove barriers that stand in the way of our EAL/EMA pupils learning and success.
- To meet our responsibilities to our EAL/EMA pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide our EAL/EMA pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

## **Objectives – School**

- To ensure that all our EAL/EMA pupils participate in the life of the school and gain access to appropriately planned and prepared curricular provision.
- To ensure that our EAL/EMA pupils attain age and ability appropriate progress.
- To seek and make use of advice, guidance, support and training.
- To monitor the progress of our EAL pupils' acquisition of English. To monitor the general achievement and attainment of EAL/EMA pupils.

## **Objectives – Pupils**

- To give EAL pupils the knowledge and skills to use spoken English to communicate with others in a variety of curriculum and social contexts.
- To give EMA pupils the context within which learning is meaningful.
- To give EAL/EMA pupils the knowledge and skills to use English to read and understand as well as produce written texts.
- To give EAL/EMA pupils the skills and confidence to use a variety of strategies to enhance understanding and to express meaning clearly.

## **Underlying Principles**

- Our EAL/EMA pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by EAL/EMA pupils.
- Having a home language other than English is not a “learning difficulty”.
- EAL/EMA pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs that can be identified.

## **Roles and Responsibilities**

There is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of our EAL/EMA pupils’ learning and success.

- Teachers are responsible for planning and teaching of EAL/EMA pupils. They must identify the needs of specific groups of children on their planning.
- Teacher must assess their children using the EAL learner proficiency tracker (APPENDIX A).
- Teachers must track EAL/EMA pupil progress data termly using (APPENDIX B or C) for the children in their class and discuss it with the head at pupil progress meetings.
- Teachers must make changes to provision and/or teaching in order to meet identified needs.

The EAL/EMA Co-ordinator is the member of staff responsible for co-ordinating, monitoring and maintaining an overview of this aspect of our school’s work.

## **Responsibilities include:**

- Bringing the presence and needs of current EAL/EMA pupils to the attention of colleagues.
- Responding to requests for information about EAL/EMA pupils.
- Monitor Achievement Planners (which are used to plan learning for children who do not have SEN).
- Order EAL/EMA supporting resources.
- Have an action plan to develop EAL/EMA within the school.

## **Admitting New Pupils**

We follow the school's normal admittance procedures and also try to collect and record the following additional information:

- Country of origin
- Date of arrival in U.K.
- Pupil's first language
- Other languages spoken at home/by pupil
- Pupil's level of literacy in these languages (if this information is available)
- Links with pupils already in school
- Pupil's educational background.
- Knowledge about background, race and ethnicity.

The Head Teacher or Deputy meets with all new parents before children start in a class.

We attempt to contact previous schools. Parents/carers and pupils are taken on a tour of the school and introduced to key personnel. They are provided with appropriate information about the school.

Care is taken to ensure we know how to say names and how to address parents and pupils appropriately.

## **Placement in Teaching Groups/Classes**

We recognise that EAL pupils, who may be new to English and to the UK, need continuity and security as they start school. We therefore aim to make an early decision about teaching group/class placement and stick to it unless we discover the pupil is seriously misplaced. From time to time classes and year groups may be re-arranged where there is a specific need.

## **EAL/EMA pupils:**

- Have access to the whole curriculum and clubs to extend it.
- Are taught with their peers.
- Are placed in as high a group as possible i.e. with their intellectual/academic equals.
- Are not automatically placed with Learning Support pupils.

## **Learning and Teaching**

We will:

- Plan for and provide appropriate stimulus for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Be aware that our school culture and environment may differ from the school culture that our EAL/EMA pupils and their families are familiar with.

- Plan for and provide specific time for pupils with EAL needs.
- Provide good language role models for social interaction in learning activities.
- Provide a secure, but intellectually challenging learning environment.
- Encourage parents / carers participation in EAL/EMA pupils' learning.
- Where possible a child can be assessed in their home language.

## **EAL Assessment, Record-Keeping & Information Transfer**

We will:

- Ensure that all relevant information is disseminated to teaching staff or to other schools.
- Attainment and progress for all learners is tracked termly and data is split to identify EAL/EMA learners. (APPENDIX A & B)
- Assessments are made using the appropriate government key phase documentation.
- EAL pupils are assessed against the EAL proficiency overview (APPENDIX A).

## **Equality Statement**

Ruskin Infant School and Nursery (including Childcare) defines itself as a school free from discrimination. We will not discriminate against any member of the school community by treating them less favourably because of their:

- age
- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as:

- direct discrimination
- indirect discrimination
- harassment
- victimisation

No unlawful behaviour will be tolerated in any way.