



**DAUBENEY MIDDLE SCHOOL**

**Raising Achievement of  
EAL/Ethnic  
Minority Heritage Pupils  
Policy**

## **Rationale:**

We believe that language is central to learning. Being able to communicate and feel competent in one's own language/languages provides a platform for learning another.

We recognise that variety of language and cultural heritage brings a rich resource to the life of the school. We also recognise the school's responsibility to provide access and opportunity for the Ethnic Minority pupil.

## **Aims:**

- To ensure that all children who have English as an additional language have access to the full National Curriculum and give them an equal opportunity to realise their full academic potential.
- To help them to achieve a command of English language skills necessary for effective communication and learning.
- To ensure that all staff recognise their responsibility to support the language development of EAL pupils.
- To recognise that learning an additional language may present a challenge to curriculum access but must not be confused with learning difficulties.
- To recognise that pupils will continue to need support with subject specific and academic language for longer than the two years it normally takes to become proficient in the social focus of English.
- To foster a supportive atmosphere that gives recognition to the pupils' skills as bi-lingual learners.
- To provide appropriate assessment, monitoring and support for EAL, learners within the context of raising the achievement of all pupils.
- To ensure that all staff have high expectations of EAL learners.

## **Developing an effective curriculum for raising the achievement of ethnic minority heritage pupils. This will include:**

- recognising that certain general teaching strategies are likely to support effective language development in the curriculum. We should:
  - Capitalise on the fluent English speakers in the classroom to provide models of language use and act as partners for interaction and practice of spoken English. This means that pair/group tasks based on discussion and problem solving with clearly defined outcomes are helpful activities.
  - Provide visual support to aid understanding, and guides for producing spoken and written language in the forms of pictures, diagrams, oral rehearsal, planning frameworks and writing frames.
  - When introducing key vocabulary, ensure it is manageable (memory load!), relevant to the current topic and includes common words which will help EAL learners to express themselves, as well as subject specific words. Focus on *meaning* rather than spelling.
  - Explicit explanation and correction of errors in pupils' use of English will help them to improve. (Eg. why do we use a particular grammatical construction, or prefer one word over another in a particular context.)
  - Encourage use of strategies which are likely to lead to independent learners.

- monitor/analyse, by ethnicity and EAL, all school data such as Assessment data, intervention, attendance, G&T, Memberships of clubs and societies
- planning appropriate groupings according to linguistic, social, and academic needs, using a range of criteria, Staff should maintain high expectations of pupils and there should be a policy of placing them in teaching groups which match their cognitive ability rather than their current level of proficiency in English
- having clear guidelines on admission & induction of new EAL arrivals, specifying the information to be gathered from parents, how new pupils will be helped to feel valued members of the school and the responsibilities to be taken by members of staff (Assessment and Arrivals Policy)
- building partnerships where EAL specialists, class teachers, TAs and bilingual support staff can work together
- developing all teachers' and support staffs' expertise in working effectively in the multilingual classroom
- celebration of language and cultural achievements across the curriculum, reflecting cultural diversity through displays, assemblies, 'Drop-Down days' and celebrating religious festivals
- opportunities for pupils to speak and listen to each other
- equality of opportunity with a view to developing attitudes which prevent and challenge racism (Racial Equality Policy)
- liaison with Senco in identifying programmes to support pupils with delayed language development and to support continuing language development needs
- inclusion of EAL pupils within the school's target setting framework with individual targets set to reflect pupil's language as well as curricular needs - Individual Language Plans, Individual Education Plans etc.
- monitor/analyse, by ethnicity and EAL, attendance at consultation evenings, SATs evenings and similar open – invitation events for parents and seek parents' views on how these might be improved

**An effective personal, social and cultural curriculum for EAL and Ethnic Minority achievement will include:**

- valuing parents as partners with schools in the education of their children
- actively seeking community participation in the life of the school, such as encouraging visits from professionals within the community
- facilitating communication between school and home by providing translation/ interpretation/where needed

**Resources:**

The school will:

- Ensure that the allocation of support staff is based on the needs of EAL/Ethnic minority pupils within the whole school context of achievement
- Provide regular training for all staff to reflect the needs of EAL learners

- Ensure that support is flexible in order to respond to changing needs of pupils and any new entrants during the school year
- Ensure that classroom, library and display resources not only enable all children to access the curriculum but also reflect the linguistic and cultural diversity of the school and the wider community
- Maintain individual pupil profiles for bilingual bi-dialectic pupils giving details of stages reached in language acquisition, support received, special needs and assessments
- Liaise with lower/upper schools to facilitate the transfer of information about the language development and support needs of EAL pupils
- EAL pupils should be included in opportunities to visit upper schools and meet with staff prior to transfer

### **Outcomes:**

- Through greater knowledge and appreciation of each other's language and culture, all members of the school are able to identify and challenge racism, prejudice, intolerance and discrimination
- Pupils are confident users of English and value their first language. The achievement of all pupils is raised and EAL and Ethnic minority pupils are able to achieve their full potential
- Parents and the wider community are enabled to make a full contribution to the life of the school

### **Monitoring and Evaluation:**

The policy will be monitored regularly by the following personnel:

- The Head Teacher with responsibility for EAL
- The Governing Body
- An appropriate representative from MASS.

The policy will be monitored and evaluated using the following methods:

- Classroom observation
- Scrutiny of displays
- Sampling of EAL learners' work for comparison with others
- Scrutiny of SATs, standardised reading tests and other internal assessment procedures with particular focus on EAL learners
- Analysis of effectiveness of support provided
- Comparison of results with schools of a similar nature
- Discussion with pupils/staff/parents

Policy updated January 2010 (To be reviewed January 2012)