



## **Ethnic Minority Achievement Policy - EMA**

### **1 Introduction**

- 1.1** Parkwood School has a strong commitment to provide equal access to good quality education for all children, building on the diversity of race, culture, religion, language, gender and disadvantage within our school.

### **2 Aims of EMA work**

- 2.1** To support the language and literacy development of children learning English as an additional language and of those with special needs from an ethnic minority background.
- 2.2** To promote access to the curriculum for identified children to ensure learning and achievement.
- 2.3** To work with classteachers to promote an ethos within the school where the languages and cultures of all children are recognised and valued.
- 2.4** To contribute to the development of school policies, resources and planning to meet the needs of ethnic minority pupils.
- 2.5** To foster good relationships with parents/carers and gain their support and encourage their involvement in their child's education.

### **3 Organisation**

- 3.1** In discussion with the classteacher the EMA teacher chooses a focus group. The children are registered on an EMA support form held by teachers.
- 3.2** Composition of the group can be changed and new children may be included if there is a need for it.
- 3.3** Groups are ideally limited to 6 children to ensure that each child's needs are provided for.
- 3.4** Some EMA work takes place in the classroom and some involves the withdrawal of children into smaller teaching areas when appropriate.
- 3.5** Some of the factors taken into account when provision for EMA support is being considered are:
- Planning for talk
  - Plenty of visual support
  - Careful choice/use of books and materials
  - Sensitivity for the individual's use of English
  - Differentiated and modified tasks
  - Opportunities to promote confidence and encourage experimenting with language.

- 3.6** Supported EMA children share work done in their EMA group in class and at Thursday and Friday assemblies.
- 3.7** At the end of each term EMA teachers should monitor the progress of children in their groups and decide on the need of future provision.

#### **4 Monitoring and Initial Assessment**

- 4.1** Assessment and monitoring of all EMA children's progress is an integral part of successful teaching. This is linked to objectives and targets in the National Curriculum schemes of work in order to fulfil their educational needs and increase their competence in English (written and spoken).
- 4.2** To achieve this, all Bilingual children are fully assessed at the time of entry to school by the EMA teacher and classteacher. The assessment of the child's stage of English shall be done following the guidelines provided by Hilary Hester's criteria and also be in line with the new QCA model, which is being adopted by the Hackney Learning Trust.
- 4.3** Admission forms providing detailed information given by parents about the child's languages, religion and previous schooling (in this country and in country of origin) are used to help to establish the levels of fluency of the child's speech, literacy skills and educational achievement in their first language as well as English.

Over the following weeks the child should be assessed against his peers by the appropriate methods.

#### **4.4 Termly Assessment**

At the end of each term children of supported groups should be fully assessed, showing their progress in N.C language attainment targets and other areas of the curriculum.

The EMA teacher should work along side the classteacher and contribute fully to the record keeping system by sampling work of the children in the supported groups and adding this to each child's portfolio.

#### **4.5 Annual Assessment and Recording**

At the end of the year EMA teacher and class teachers discuss the children in the groups which have been supported and decide whether they will continue to need support in their next class. EMA teachers also write individual reports for each child and contribute to the Record of Achievement.

- 4.6** Progress of supported children is reviewed regularly through out the year, weekly, half-termly and through informal discussions and talks whenever time permits.
- 4.7** Other than assessments in school EMA teachers have to fulfil their statutory obligation to the Hackney Learning Trust. Annual Reports are sent to the Language Service giving full details of all Ethnic Minority children through statistical data, their home languages, stage of English and progress.

## **5 Planning**

- 5.1** The EMA teacher and classteacher plan their work together in the supported subject(s) each half term. Work is collaboratively planned to ensure that EMA work supports the children's learning needs, linking into the class's schemes of work and the English and other subject curriculum. Opportunities for speaking and listening activities are an essential part of planning for early bilinguals and lower achieving pupils. The EMA teacher may occasionally plan a whole class activity with the classteacher, which will benefit children in the focus group and those in the class. Weekly planning meetings also take place.
- 5.2** Meetings are held between the EMA teacher and classteacher to discuss the progress of the focus group and to make adjustments to fully meet the individual children's needs. A new arrival to the group with little or no English may require additional support and extra resources to develop the basics quickly.

## **6 SEN and EMA**

- 6.1** The staff at Parkwood School are aware that a child must not be regarded as having a learning difficulty solely because the child's home or first language is not English. If a child from an ethnic minority does not settle into school life and begins to make progress in a reasonable length of time the classteacher, EMA teacher and SEN Co-ordinator will liaise to try to establish the reasons why. This would probably involve an adult speaker of the child's first language if necessary, who would talk to the child and assess the development of the first language and cognitive skills.
- 6.2** Some other factors besides language that we would consider are:
- Culture shock
  - Refugee trauma
  - Disability (hearing/sight)
  - Racism and bullying
  - Family stress
  - Specific Language Difficulty

When the assessment is completed we would take appropriate action to help the child, and progress will be carefully monitored.

- 6.3** Children with special educational need are often taught within groups composed of children with language needs only because of levels of staffing.

## **7 Working with Parents and the Community**

- 7.1** We hope to develop good communications with parents as early as possible to make them feel a welcome addition to the school. Our school brochure is translated into the languages most widely spoken in our school and is given to parents when children are admitted.

We need to communicate with parents/carers in order to explain how they can play an important role in the education of their children by giving them support and encouragement at home.

**7.2** We communicate with parents in the following ways:

- Sending home translated letters.
- Meeting with them to inform them about the school system and how they can support their children.
- Providing interpreters for parents' evenings/meetings.
- Encouraging parents to become involved in school fetes, PTA group meeting and other social activities at school.

**Signed:**

**Date: Feb 2004**