

# *St. Joseph's R.C. Primary School*

EMA- EAL  
Policy



Policy Completed By: SMT

Date for Review: Autumn 2018

## St Joseph's RC Primary School

### EMA/EAL Policy

#### Mission statement

At St. Joseph's School, we aim  
to grow and learn together within a loving and caring environment  
which reflects the Gospel values. We encourage all our children  
to reach their full potential in all aspects of their education.

#### Introduction

St Joseph's RC Primary School main ethnic groups are as follows as at September 2017:

- White (British, Irish, Other) – 25%
- African (Ghanaian, Nigerian, Sierra Leonian, Other) – 25%
- Black/Black British – 27%
- Latin/South/Central American – 5%
- Any other Ethnic Group – 19%

The school population breakdown is attached as **appendix 1**. Language statistics are attached as **appendix 2**.

Definitions: EAL (English as an Additional Language); (Ethnic Minority Achievement).

At St Joseph's RC Primary School we value the diversity of our school population and actively promote respect and caring for one another through our commitment to equal opportunities (see policy) and our Catholic ethos and values. These permeate all aspects of school life: from teaching/learning to interactions in the playground; from social interactions with peers or working with adults; through in school and out of school activities/social activities and off site sessions.

#### Aims

In line with the our aims and mission statement, St Joseph's RC Primary School is committed to ensuring that;

- provision is made to meet every child's needs to ensure equal access to the curriculum
- children who are members of Ethnic Minority groups/have EAL achieve their full potential
- parents are fully involved in their child's education and the everyday life of the school
- children are able and encouraged to use their first language where appropriate to improve access to the curriculum

The following areas form the structure of support and resources which help us achieve our aims.

### Settling in new pupils

There is a procedure for ensuring new children and their families are made welcome and transition is smooth for the new pupil. **See Appendix 3.**

### Curriculum

St Joseph's RC Primary School is dedicated to creating a curriculum that is exciting, meaningful and ensures progression. Quality teaching first underpins our approach to meeting the needs of all pupils.

### Planning

This takes place in phase groups and includes a range of effective teaching and learning strategies including:

- addressing learning styles;
- variety of groupings;
- differentiation;
- visual aids;
- use of ICT;
- effective questioning;
- structure and pace – connecting learning, input, activity, regular reviews, vocabulary /concept exploration.

Plans are shared with Teaching Assistants and support workers to ensure they are fully prepared and resourced for their sessions where this takes place in class.

Our medium term plans for all subjects contain a commitment to the explicit teaching of speaking and listening objectives across the curriculum. This underpins the whole curriculum and ensures that all pupils are given skills necessary to access learning in all forms/contexts and social interactions. For children whose first language is not English, they are encouraged to use their first language with other children to explore full understanding when and where appropriate.

Subjects/Topics – Co-ordinators are responsible for ensuring their subject is accessible and appropriate to all in regards to content, resources, training and support.

Resources - There is ongoing development of high quality reading and other supportive resources, both for use in class and with support groups. These include dual language texts/tapes and other reading/visual materials, which are chosen for their:

- positive reinforcement of groups represented and the
- avoidance of caricature or stereotypes of a high standard and
- appropriate as a learning resource.

Subject Co-ordinators are responsible for resourcing both the subject generally and classes with texts and other materials in the same way.

Each class has an Interactive Whiteboard which is used to add to the range of visual resources supporting work in class. Visual Literacy is also planned for regularly, either as a text or sentence resource.

**(In addition see Appendix 4)**

### Staffing

EMA/EAL Co-ordinator – Mrs Schönknecht

### Adult Support and Intervention

This takes place both in class and outside. In the mornings, particularly for Literacy and Maths, support is generally given in class, within a group context.

Other support takes place mainly in the afternoon and may be a specific intervention programme or planned group/1:1 activity.

Intervention is provided for individual pupils and groups of pupils, in line with our intervention policy. These groups include, but are not exclusive to, EAL and EM children needing a boost in such subjects. The school has a number of high quality resources to support a teaching in group sessions.

All EAL children receive a dual language book which is changed on a weekly basis in order that parents can support their child's reading in both languages at home. It may also be used in one to one reading at school.

### Assessment, Tracking and Analysis

Children will be assessed within the whole school assessment framework. From regular assessment, children's progress in Literacy and Mathematics is monitored; the achievement of children at each level is analysed and targets are set. Where necessary, intervention, closer analysis of weaknesses or support can then be introduced.

This tracking closely monitors the achievement of EAL children over the year to ensure support is continuously appropriate.

As detailed analysis is carried out three times a year for each child, and the majority of EAL pupils make progress through quality teaching first, this will apply where the teacher feels there is a need for more specific information and where the achievement of pupils is falling behind expected standards.

This will ensure children's levels of attainment are more positively and clearly reported and meaningful targets set once analysed.

It also allows for the identification of the smaller steps such children may take and thus enables all to see that progress is being made.

The progress of all pupils is tracked throughout their school career. EAL and EM pupil progress is tracked additionally, as a separate group, and their needs addressed through whole school, phase group or individual targets and planning.

### Home reading

Bilingual pupils are encouraged to read at home, even where parents cannot themselves speak/read English, by the loan of dual language books and tapes.

This is to help encourage the development of a range of reading skills the child needs, beyond decoding of the English text. The richness of vocabulary, understanding and pleasure that can be achieved through exploring a text in the home language should not be ignored as, even where parents do speak or read English, their confidence, understanding and depth of knowledge may be far superior in their first language.

Such vital discussion and activity might not take place if children are purely exposed to English texts.

Future Action:

- Draft Policy to staff - approved, agreed by staff
- Late starters – assessed on entry speaking, reading and writing
- Dual language newsletters, leaflets etc.

September 2017