



Ethnic Minority Achievement Policy

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Ethnic Minority Achievement Policy.

1 Introduction

1.1 *Kenmore Park has many pupils who can speak a language other than English. Children at Kenmore Park Infant & Nursery School have differing levels of English, ranging from those who are virtual beginners to those who can function at very high levels. In short, Kenmore Park Infant & Nursery School has a diverse wealth of language and culture.*

(UNCRC Article 22: If a child is a refugee, governments must ensure that they have the same rights as any other child.

Article 30: Every child has the right to learn and use a language customs and religion of their family).

1.2 *In our school the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs.*

1.3 *A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.*

1.4 *Children who are learning English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.*

2 Aims and objectives

2.1 To have high expectations of ethnic minority pupils and to give these pupils the resources and opportunities to operate at their optimum level of achievement.

2.2 To encourage pupils to value themselves as individuals and to value not only their own language and culture but those of others, celebrating differences as well as similarities.

2.3 To promote a positive image in the wider community by utilising the skills and expertise of members of all ethnic communities.

2.4 To create a supportive learning framework which ensures that the emotional and pastoral needs of all ethnic minority pupils are met.

2.5 To involve parents and carers in the life of the school by encouraging home/school links.

2.6 To monitor the achievement of all ethnic minority pupils.

2.7 *The National Curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school.*

2.8 *The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Acts 1976 & 2000.*

3 Teaching and learning style

3.1 *In our school all teachers have a responsibility for teaching English as well as subject content. Ethnic minority pupils are integrated into classes in order to benefit from their peers. All teachers take action to help children who are learning English as an additional language by various means:*

3.1a *developing their spoken and written English by:*

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- *ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms (when appropriate and applicable);*
- *explaining how speaking and writing in English are structured for different purposes across a range of subjects;*
- *providing a range of reading materials that highlight the different ways in which English is used;*
- *ensuring that there are effective opportunities for talking, and that talking is used to support writing;*
- *encouraging children to transfer their knowledge, skills and understanding of one language to another;*
- *building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another;*
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3.1b *ensuring access to the curriculum and to assessment by:*

- *using accessible texts and materials that suit children's ages and levels of learning;*
- *providing support through computing, 'video' or audio materials, dictionaries and translators, readers and amanuenses;*
- *using the home or first language where appropriate and possible*

4 Curriculum access

4.1 *All children in our school follow the curricular requirements of the Early Years Foundation Stage and the National Curriculum.*

4.2 *Most language support is provided within mainstream classrooms. This involves the Teacher/Teaching Assistant/Parent Ambassador working with individual children or small groups of children within the class. Children are withdrawn from the classroom individually or in small groups when doing so would benefit their learning e.g. in a place in which there are more support materials or in order to teach using the children's first language.*

4.3 *In the Early Years Foundation Stage we plan opportunities for children to develop their English, and we provide support to help them take part in activities.*

4.4 *The Early Years Foundation Stage helps children learning English as an additional language by:*

- *building on children's experiences of language at home and in the wider community, so that their developing uses of English and of other languages support one another;*
- *providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults;*
- *providing bilingual support to extend vocabulary;*
- *providing a variety of writing in the children's home language as well as in English;*
- *providing opportunities for children to hear their home languages as well as English.*

5 Assessment

5.1 *Children may be supported using a variety of interventions for example, an EMA child requiring support in phonics to improve their reading will have a baseline assessment of their skills prior to the intervention, followed by a final or summative assessment at the end of the intervention. Any child involved in an explicit English Language intervention will be assessed prior to the intervention in Speaking and Listening, Reading and Writing using the Language in Common QCA steps. A final assessment will then be taken when the intervention is due to end. ~~Our school uses Harrow's Ethnic Minority Achievement Service Foundation Stage Profile to assess the speaking and listening of EAL pupils within Reception. A bench mark is taken in October. A later, summative assessment is performed in June.~~*

5.2 *All children are supported through quality-first teaching. Children's whose English is at a low level are assessed using the Language In Common (LInC) steps. When a language intervention is put in place, the children are assessed to provide a baseline from which progress is tracked half-termly.*

5.2 *The school follows statutory advice regarding support which can be given in assessments such as KS1 SATS*

6 Monitoring and Evaluation.

The effectiveness of this policy is measured by:

6.1 *The number of ethnic minority pupils who progress from an initial to a further stage of support and from a further stage of support to being able to function independently.*

6.2 *The achievement of ethnic minority pupils in KS1 reading and writing teacher assessment and tests (Year 2).*

6.3 *The way in which ethnic minority pupils and refugee children are successfully integrated into Kenmore Park Infant & Nursery School.*

6.4 *The harmony which exists between the ethnic minority groups in school.*

6.5 *Displays and celebrations celebrating the diversity of cultures in the school.*

Guidelines for working with English as an additional language (E.A.L) pupils in the classroom.

Introduction

At Kenmore Park Infant & Nursery School, the children for whom English is an additional language may include those whose competence in English ranges from being virtual beginners to those who are well on their way to acquiring very good literacy skills in English and their home language(s). For many of them speaking another language, as well as English, is a part of everyday life.

As a staff we believe that every individual, whatever their linguistic background, should be given equal access to the curriculum and we are committed to creating an atmosphere where pupils and parents feel valued and secure.

Aims

- *to provide an environment in which all children feel secure in the knowledge that their home language(s) has an important role to play in their learning.*
- *to show all pupils and parents (not just those with English as an additional language) that what they have to offer is important and valued.*
- *to reflect the diversity of cultures and languages of our pupils, wherever possible, through displays, assemblies, music, drama, dance, classroom and library resources.*

The importance of creating a positive atmosphere.

The impressions children and parents receive when they first come into school are very important. The presence of signs around school and in the classroom in different languages, the sight of familiar play materials, can help to establish a welcoming environment in which cultural and linguistic diversity are seen to be recognised and respected.

How to create a positive and welcoming atmosphere.

Ensure that all children are involved in all mainstream activities, both inside and outside the classroom. When possible, have applicable dual language texts which the children are able to access within the classroom and library. Include dual language texts in the 'home' reading selection.

Humanities – think about the multicultural aspects, try to include materials from a range of linguistic and cultural backgrounds e.g. books, pictures, writing, artefacts.

Home Corner – include dressing up clothes from different cultures, backgrounds, cooking implements etc.

Class shop – whatever type, think about the goods which could be sold reflecting different cultural backgrounds. E.g. greengrocers – exotic fruit and veg. Newsagents – paper and magazines in different languages.

Coping with a new beginner in English.

Use other E.A.L. children in the class/school for interpreting and buddies. Where possible put a new child in a class with a child who speaks a common language. Allow for the fact that E.A.L. learners initially tire easily when having to listen to English all day.

If a child is reluctant to speak, allow that child to silent. An 'initial' silent period is a common feature of second language acquisition. This is a period of active absorption of new sounds and structures.

Accept responses to tasks in the child's first language if that is what the child wants to do and be flexible about the response e.g. drawings, diagrams should be quite acceptable rather than a written or oral response.

Give plenty of visual clues and concrete experiences that the child can relate to rather than a stream of language, such as oral or written instructions to a task. (THIS IS VERY IMPORTANT).

When grouping children make careful consideration of the linguistic and cultural background of the children in each group. (Beginner E.A.L. pupils progress better in a group which contains children who can provide a good linguistic model).

Make use of the variety of books, games and language skills packs available in school, which may be used as well as everyday classroom experience to extend E.A.L children's language skills.

Induction materials are available for helping beginner E.A.L pupils who may be admitted during the school year, as well as guidelines on integrating refugee pupils into the classroom.

Features common to pupils when learning English as an additional language.

It is important to consider the fact that many so called 'problems' arise because the pupil is transferring language habits from another language. The following notes may help you see that 'mistakes' are not just random carelessness.

In general emerging E.A.L readers find prediction more difficult especially if the cultural content of their reading is unfamiliar.

They make a higher proportion of graph-phonetic miscues and substitutions that change the meaning e.g. book for boot.

They make do 'mechanical' reading and a tendency to hyper correct.

They may not be able to distinguish different meanings of the same word such as 'ball' (dance), 'bat' (flying bat).