

EMAS Curriculum Policy



Revised July

Black and Minority Ethnic Achievement Policy



Revised 2012

Ethnic Minority Achievement Policy

Introduction

At Grafton School we are committed to equality and aim to ensure that everyone is treated fairly and with respect. We consider our children's linguistic, cultural and ethnic diversity to be an asset and a valuable resource and strength of our school.

Aims

1. Grafton School aims to offer full equality of opportunity to all members of the school community in order for them to be confident and competent users of English and independent learners who will have equal access to the National Curriculum.
2. We aim to adopt positive attitudes towards our pupils' language and ethnic backgrounds as defined by the Equality Act 2010
3. We aim to create a welcoming and inclusive environment in which all members of the school feel safe and valued. This will have a positive effect on learning and raising achievement for all children, including those with English as an additional language, Black and minority ethnic groups
4. We aim to develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability.
We welcome our duty under the Equality Act 2010 to promote community cohesion, to eliminate discrimination and to advance equality of opportunity.
5. We aim to provide opportunities for all parents and carers to participate in school life, providing translation and interpreting when necessary
5. We will be aware of and follow the statutory duties of the Equality Act 2010 which requires public authorities to publish information annually demonstrating our compliance with the general equality duty.

(See Equality Policy/ Community Cohesion Development Plan)

Admissions

- Teachers who are receiving a new child will be given relevant information about their background. Parents will be asked for this information at the initial admissions meeting. Whenever necessary, home language support teachers/translators should assist in the initial admissions procedure.
- New arrivals in the early stages of learning English should be placed in a class, wherever possible, where there are children who speak the same language in order to facilitate their induction and to provide as much access to the curriculum as possible via home language peers
- Monitor settling in

(See Pupil mobility policy, inclusive induction procedures for more detail, Equality Policy)

Roles and responsibilities

- Class teachers and EMA teachers will work together in assessing Pupils' needs, planning appropriate work which takes into account all previous learning experiences and cultural background.
- For all pupils with a protected characteristic for example a disability, there is effective liaison between the SENCO the Home School Liaison Officer, the class teacher, the EMA team and senior management.
Activities will be planned and interventions put into place to support the pastoral needs of new arrivals
- Classroom buddies and class peers will welcome new arrivals through 'buddying' activities

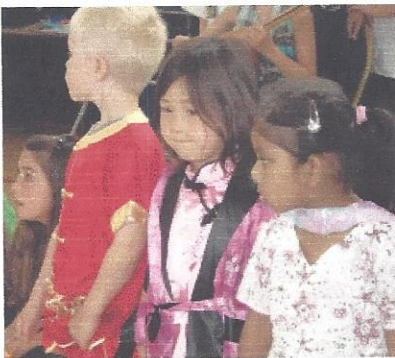
Ways of Working Effective Classroom Practice

- As our children come from a variety of ethnic, cultural, linguistic and religious backgrounds and have a range of different experiences of learning, teachers will use a range of teaching styles and strategies to meet the diversity of need.
- EMA teachers, where possible, will work in partnership with class teachers to deliver a curriculum that is accessible to all children at Grafton.
- Teachers need to be aware of the language demands of the curriculum and provide effective models of spoken and written English before children are expected to complete a task.
- During any direct teaching time, all children including Black and Minority Ethnic children need to be engaged through a visual and interactive approach with the use of appropriate and culturally relevant resources
- All children including those for whom English is an additional language will be provided with plenty of talk-based opportunities provided through structured and collaborative situations such as the use of talk partners
- Grouping of children needs to be flexible and carefully considered to ensure that children with EAL are supported by good language models and opportunities are created for them to work with children of a similar cognitive ability.
- The children should have the opportunity to use their first language if and when it is necessary to support their English language acquisition.

Curriculum Planning

- EMA teachers as well as other support staff working with the Class teachers should be involved as far as possible in all aspects of planning to ensure curriculum access for all Minority Ethnic / EAL children.
- Time will be built in for joint planning and evaluation.
- The school constantly reviews and develops a dynamic relevant and inclusive curriculum Refugee Week curriculum/Black History/RE Curriculum festivals/ Geography Fair Trade, science, music and art curriculum
- We will develop understanding, empathy and insight into the lives of people from different backgrounds through literature, other media and personal contacts
For example visiting groups from Poland, Paris, Korea, Denmark, Nigeria and Norway
- Inspirational speakers and positive role models will be invited into assemblies to encourage all children to aim high

- Teachers will have high expectations of all children's learning and plan an appropriately challenging curriculum.
- We will have high expectations of Black African Caribbean children in terms of progress and attainment. We will celebrate the culture and experiences of all children helping them to have a strong sense of identity and to grow confidently as learners
- When planning teachers should take into account children's needs and experiences. This includes children's skills and knowledge in other languages as well as the cultural, practical and intellectual knowledge they will bring with them
- The curriculum, teaching and learning promote equality and tackles racism and other forms of prejudice
- Work planned needs to be differentiated to take into account children's level of English.
- Lessons should be structured appropriately to meet the specific needs of pupils and allow them to work independently of both the class teacher and the EMA teacher.
- Children with SEN will be quickly assessed and regularly monitored so that their needs are addressed.
- Interventions will be put into place to address need for example "Teaching Struggling Reader Programme, Reading Recovery programme or 'Catch Up' programmes, small group work, the use of specialist teachers, Art therapy,
- All children including advanced EAL/ME and Black gifted and talented children will be encouraged to take part in master classes and specialist after school clubs taught by specialist teachers
- Teachers will set short-term targets to support settling-in and achievement and regular tracking will be used to monitor and demonstrate progress.
- The curriculum and resources will reflect the background of new arrivals Black children EAL and ME pupils
- The EMA team will promote Black History focus Month, Refugee Week, Disability Week and help to create a culturally diverse inclusive curriculum



World Day



Refugee Week



Black History Month

Community Links

- There is a welcoming and positive ethos which actively promotes parental involvement and community cohesion.
(Education and Inspections Act 2006 Equality Act 2010)
- All governors, staff and school leaders will take the lead in promoting equality of opportunity and community cohesion
- Bilingual community workers working at Grafton who speak the school's main languages will provide a link between parents the school and other agencies
- School Parent Champion as part of the will help to provide a link with school and opportunities in the wider community
- Translators should be used wherever possible to assist with initial admissions, PATCH meetings, SATS meetings, Parent Evenings, Secondary Transfer meetings etc. Also, home language teachers, support staff, older children and support agencies should be called upon when necessary to help with translation.
- School information leaflets/newsletter will be available in the main languages spoken in school.
- Letters to parents should, where possible, be sent home in their home language
- Action is taken to include parents with learning difficulties and those groups whose circumstances may make involvement in school life difficult. (Bring a Dad to school) Mathematics classes for Bengali families
- Parents should be encouraged to read with and tell stories to their children in their home language. The school will provide bilingual, multilingual and monolingual books for home reading. (Patch Meetings (translators present)
- Notices and signs around the school should be in the languages spoken by the children, reflecting as many languages as possible.
- A variety of parent classes for example ESOL classes parenting classes, sewing classes, keep fit classes, art classes will be set up to improve parents' language skills, job opportunities and to promote community cohesion.
- Coffee mornings will be organized twice a month to establish links with the parents, to promote learning, to inform parents about the curriculum, community services and to promote social cohesion and integration.
Social events, World day, Harvest supper, Black History month, assemblies, festivals, Bring a Parent Day, International European Day of Languages will help to bring our communities together in a shared celebration of our culturally diverse, multi-ethnic school.
- All parents have the right to play a central role in their child's education. We will encourage all parents to have a voice.
- Questionnaires, meetings and interviews will be used as a method of gauging parents' viewpoints and meeting their needs.



Bring a Parent to School Day

Resources

- Staffing will reflect the school population (where possible) so that the dominant cultures are represented in positions of authority providing positive role models for the children
- Recruitment retention training and promotion of staff is monitored to ensure equality of opportunity
- EMA staff will promote the use of culturally and linguistically sensitive and relevant teaching and learning materials to support the effective delivery of the curriculum.
- Time will be allocated for EMA staff to make and develop resources
Resources including online resources will be made accessible to all staff.
- Displays around the school should incorporate a range of multicultural /multilingual resources to reflect the cultural and linguistic diversity of the school. Bilingual/multi-lingual books, dictionaries story C.D's and positive image books should be included in the book corners of each classroom.
These may include books made by the children in their first language.

Monitoring, Assessment and Record-keeping

- At the Nursery or Reception level, children and parents will go through the school's baseline assessment; this will be done through an interview with the Parents, as well as through the LEA's agreed baseline assessment which will give an overview of the child as a whole and their level of ability.
- All children will have an initial assessment of their English skills within a month of their admission, using the QCA National Curriculum levels for EAL children.
- Stages of English will be collected yearly using the document "Assessment Document for pupils with English as an additional Language and Speaking and Listening APP. The progress of individual pupils will be tracked and action taken if a pupil is seen to be making slow progress
- Target tracker/Raise on line data is analyzed regularly to monitor pupil progress for different groups, together with expected rates of progress
- The data will be analyzed by various relevant characteristics (e.g ethnicity, gender, disability, SEN and FSME, strategies and interventions will be put into place to narrow achievement gaps between the performances of different groups of pupils in the school.
- All ME and EAL pupils will be reviewed once a term during the whole school pupil review meeting.
- In order to ensure maximum achievement for all pupils, those who are thought to have special educational needs including the gifted and talented will be monitored closely and home language assessments carried out if necessary

Professional Development

- EMA teachers will help increase awareness of EMA issues for all educators in the school and develop their knowledge and skills.
- EMA teachers/Co-ordinator will be actively encouraged to receive training in particular areas of interest and to keep up to date with current national strategies and to deliver training
- All teachers and teaching assistants will receive training in the effective teaching of Minority Ethnic pupils and those children for whom English is an additional language.