



## Maryland Primary School Ethnic Minority Achievement (EMA) Policy

### **Background:**

Maryland Primary is a multi-cultural school committed to making appropriate provision for the teaching and learning of pupils for whom English is an additional language. The strong diversity in the area of the school's location, is reflected in the main school population of 457. There are 58 different languages spoken in our school.

We aim to ensure that:

- all ethnic groups recognise standard English and use it confidently and competently
- all pupils have equal access to the curriculum
- pupils are able and encouraged to use their first language where appropriate to improve access to the curriculum
- good relationships exist between the school, parents/carers and community, to promote community cohesion.

### **Roles and responsibilities:**

#### **AHT:**

- Line-manages EMA TA and ensures EAL pupils, especially those with little or no English are supported in lessons across the school.
- Tracks the progress of all mid-phase pupils on the register and identifies those who may have special needs after having been in the school for a considerable period of time.
- Ensures that EMA profile is maintained across the school
- Reports to governors yearly
- Supports parents with their own English language acquisition.

#### **EMA TA**

- Liaises with AHT to ensure EMA profile is raised continually across the school.
- Follows the procedure for newly admitted EAL pupils in conjunction with learning mentor.
- Supports identified EAL pupils across the school.
- Liaises with class teachers on lesson plans and support for EAL pupils.
- Weekly meetings with AHT for update on pupils' progress and other related admin duties.
- Ensures QCA assessment is carried out 3 times a year.
- Keeps record of new pupil arrivals throughout the year.
- Organises resources for Language of the Month.
- Ensures that EMA board is updated regularly.
- Ensures that classrooms have a selection of EAL books and resources.
- Updates the EAL in-house translators' list regularly.
- Ensures availability of 'buddy list' of older EAL pupils

### **Organisation of Teaching and Learning**

- Provision for EAL pupils is an integrated part of the whole curriculum.
- EMA support complements the mainstream work and reflects the overall school Ethos.

### **Assessment:**

Maryland School will ensure that all EAL/EMA pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessments and use of bi-lingual dictionaries where appropriate.

In addition to statutory assessment, stages of language acquisition of EAL pupils are measured in Steps and Levels in line with government guidance. EAL and EMA children are tracked on the whole school system within their class' context. This is monitored by the Assessment Coordinator termly in line with core subject assessment expectations.

All children at Maryland have an individual target for both literacy and numeracy. EAL and EMA children are included in this target setting process which is formative and ongoing.

### **Monitoring**

Teachers are responsible for the children with whom English is an Additional Language in their classroom. Therefore, monitoring of standards in the teaching of ethnic minority pupils is incorporated in the school's monitoring activities. They are carried out regularly and involve classroom observation, planning, teaching and learning.

### **Review**

This policy will be reviewed regularly by the AHT responsible for inclusion in the school.