



English as an Additional Language and Ethnic Minority Groups Policy

Identification

Children will be identified through pupil records. The child will be added to the whole school register of Ethnic Minority children held by the Head of School and Ethnic Minority Achievement Coordinator. Information will be given to the class teacher to enable him/her to provide the best opportunities for the children to achieve.

Curriculum Access

The school is committed to full inclusion and therefore children who are learning English as an additional language will not normally be withdrawn from the classroom and do not receive/produce separate work. Where a child is identified as requiring support, the school will contact the LEA Minority Achievement Support Service who will advise the teacher how to implement a programme of support within the classroom. The school will monitor the child's progress and meetings will be held termly to ensure individual needs are met.

Teaching and Learning Styles

Whilst maintaining the opportunity and respect for the use of home language, teachers will take action to support children who are learning English as an additional language by developing their spoken and written English in the following ways:

- Ensuring that vocabulary work covers the technical as well as the everyday meaning of keywords, metaphors and idioms;
- 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 own experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- Modelling the use of vocabulary and sentence structures and providing opportunities for children to experiment with language.

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Teachers will ensure 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 ICT, video, audio materials, dictionaries and readers;
- Using the home language where appropriate;
- Ethnic minority children will be assessed in English according to the National Curriculum scales using the additional pre-National Curriculum Levels where necessary;
- The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language;
- In Mathematics and science test verbal or written translations of words or phrases in test papers are provided where deemed appropriate for the child with English as an additional language.

Working in Partnership with Parents

The school is committed to working with parents to support the child's learning through:

- Providing an open door policy encouraging and inviting parents into the school;
- Providing an interpreter should this be required;
- Involving parents in their child's learning by recognising the skills they have to offer;
- Providing guidance and support for parents unfamiliar with the school system.

The School Environment and Ethos

Poplar Farm Primary School is dedicated to providing the right learning environment for all pupils. This includes:

- Representation of different ethnic groups, religions, languages throughout the school;
- Dealing with all racist remarks and incidences seriously and promptly, and knowing how to identify and challenge racial bias and stereotyping;
- Ensuring the curriculum prepares all pupils for life in a multi-ethnic society.

Date: March 2018

All policies are currently being ratified as appropriate by The Local Governing Body

