



MARSDEN COMMUNITY PRIMARY SCHOOL

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# Marsden Community Primary School EAL & EMA Policy

**REVIEWED BY:** Nicole Delamere

**APPROVAL DATE:** July 2019

**REVIEW DATE:** Sept 2020





## EAL POLICY

Updated: July 2019 Review Date: September 2020

### CONTACT DETAILS

The EAL lead in school is Mrs Louise Bradley. Contact details are (01282) 612769.

The Inclusion Governor is Shakeel Sharif.

### Statement of Commitment

Our school is committed to providing a quality learning environment for all children. We recognise speaking and listening in English is integral to learning in school. We are also committed to raising the achievement of minority ethnic pupils who are at risk of underachieving. Therefore we will identify individual pupil's language needs and facilitate appropriate provision; recognise the skills they bring to school thus ensuring equality of access to the curriculum.

### Context of the School

Marsden Community Primary is a larger than average school serving an area of significant social and economic disadvantage. The vast majority of pupils are of British Asian heritage with Pakistani origin and have English as a second language. The number of pupils entitled to free school meals is well above average as is the proportion of pupils with learning difficulties and/or disabilities.

### Assessment and Target-Setting

- **Statutory Assessment:** The school will ensure that all EAL pupils have access to statutory assessments, making full use of special arrangements, mother-tongue assessment, etc. where necessary.
- **EAL Assessment:** Staff will liaise with the EAL lead to assess the needs of our EAL children. They will identify pupils' level of English using the NASSEA EAL assessment system or similar assessment system (Step levels) and requesting mother tongue assessments where appropriate/possible.
- **Target Setting:** Staff will ensure that appropriate targets and outcome measures are set for identified EAL/EMA pupils and that these are set in line with LEA- wide targets and regularly reviewed.
- **EAL/SEND:** The school recognises that most EAL pupils needing additional support do not have special needs. However, should SEND needs be identified during assessment; EAL pupils will have access to school SEND provision.
- In the Autumn term, in line with Government recommendations, all EAL pupils will be assessed against a set of criteria to assess their level of English proficiency.

### Teaching and Learning

- Our planning will be shared with support staff and those plans will identify speaking and listening learning objectives. Plans also indicate those activities which are supported. Staff use a variety of learning strategies which best promote oracy e.g. talking chair, hot seating, talking partners and barrier games.
- Our EAL pupils are entitled to full access to the National Literacy and Numeracy strategies. Staff training will include specific focus on the inclusion and particular challenges for EAL pupils. We continue to develop a culturally inclusive curriculum which recognises and celebrates diversity.
- A budget will be allocated to provide appropriate teaching materials based on an approved budget bid. We will also draw on the skills of parents and local communities in producing resources, where possible. Our learning environment will provide dual language books, multi-lingual signage and support groups. Exploration will also be undertaken through different media e.g. computer software, the Internet, audio/video tapes, DVD, CD-rom. This will support the maintenance and development of the language skills and cultural heritage of our school community.
- Our school will enable staff to undertake appropriate continued professional development to meet the needs of minority ethnic/EAL pupils.

### Monitoring and Review

- Our school data will include relevant information on minority ethnic/EAL needs, support, achievement and progress (including NASSEA step levels where applicable). This will enable school to monitor LEA/DfEE (EMA) targets.
- Our School Improvement Plan will incorporate action plans and reviews relating to raising the achievement of minority ethnic/EAL pupils which underpins the school Equal Opportunities Policy.

### Pastoral Care

- Our school has an admissions policy for children with English as an Additional Language. We aim to provide a welcoming admission process, involving bi-lingual support if possible.
- We actively promote the involvement of all parents in their child's learning and seek to provide bilingual support to ensure effective home/school communication.
- All staff are committed to providing a safe and secure environment and being sensitive to all cultural, religious and linguistic backgrounds.