

*St James the Great RC (VA) Primary and Nursery
School*

Thornton Heath



EMA Action Plan

2008-2009

Mission Statement

Our school, as a place of learning, belongs to the parish communities of Thornton Heath and Norbury and exists to educate the children of the community with the Gospel values, traditions and beliefs of the Catholic Faith at the centre of its ethos, while recognising and understanding the individuality of the “faith journey”.

Taking account of National Curriculum requirements, the School will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.

The School will foster a respect for self and others in a climate of tolerance of individual differences, whilst recognising the importance of striving for excellence and enhancing children’s transition to responsible adulthood.

Aims

In line with our school's Mission Statement this policy aims to ensure that:

- Every individual within the school achieves their full potential and has the same opportunities.
- Equal access is achieved by everyone for everyone.
- Changing needs are responded to.
- Staff, parents and children are fully informed of the issues.
- We can live in harmony and create a more equal society.
- Prejudices are broken down and positive attitudes encouraged.
- There is a continuity of approach throughout the school.
- The quality of life for all individuals at St James the Great improves.
- Everyone at St James the Great becomes more caring and responsible.
- Understanding and mutual respect for all members of society regardless of differences are promoted.
- Discrimination against individuals or groups is rarely seen and never tolerated.
- There is a common agreement re. equal opportunities which can be modified, monitored and evaluated.
- This policy links with the Code of Conduct and PHSE and RE policies promoted throughout the school.

Implementation

All school personnel should be actively involved in implementing this policy in order to meet our aims to secure equal opportunities. The following guidelines should be followed and any areas of concern identified and then collaboratively addressed.

- Recognise that the early pre-school experiences of all pupils differ due to the diversity of experiences and cultural backgrounds.
- Recognise the unique situation of asylum-seekers and refugees, providing welcome, support and encouraging friendships.
- Observe the child at play and in the classroom and note any areas of concern.

- Recognise the needs, home circumstances and previous experiences of all individuals.
- Identify any racism or cultural issues.
- Identify sexism issues.
- Identify any class and socio-economic issues.
- Identify personal issues e.g. physical and intellectual
- Become aware of, approach with sensitivity and accommodate, any aspects of health which may affect the adult/child at school
- Consult with advisory and support teachers/agencies to encourage equal access in the classroom and school.
- Identify the best use of resources within the school.
- Identify the best use of external agencies, and maintain an easily accessible directory.
- Introduce interpreters, translators and bilingual support where necessary.
- Inform head teacher of any areas of concern.
- Inform parents of any concerns and collaborate an agreed course of action using existing school processes.
- Define strategies to help identified children/adults.

Strategies

In order to enhance the implementation of the Equal Opportunities policy at St James the Great the following strategies have been introduced.

- Clear statements in line with whole staff expectations on the unacceptability of bullying, name-calling and physical and verbal abuse.
- Activities of a non-stereotypical nature (role play, apparatus).
- Given time and space for all children to have equal opportunities to voice their opinions or to discuss them, (in confidence if necessitated).
- Give opportunities for all individuals to voice their feelings. Extra time is afforded to those who have ongoing needs. (counselling, drawing therapy)
- Encourage the sharing of experiences (cultural and other).

- Review and update resources regularly so that they reflect the people working and learning at St James the Great.
- As appropriate provide role-play experiences addressing age, disability, race and gender.
- Provide a differentiated curriculum which takes into account individual differences and follows a positive approach.
- Provide a curriculum which offers coherence, balance and positive learning experiences to all individuals.
- Be aware of the potential within a peer group or amongst parents to “single out” individuals.
- Be aware of peer group pressures.
- Be aware of home backgrounds, home expectations, out of school activities.
- Develop a positive approach to bilingualism and different cultures by use of more community languages or displays in school.
- Be aware of various different groups/individuals when on playground duty e.g. “loners”, assertive children, children needing physical contact, children abusing physical contact, non-demanding children, missed or single-sex games etc.
- Encourage children to think about feelings and talk about if appropriate, when a child is excluded, or hurt.
- Introduce appropriate role models within school.
- Ensure all children have equal access to all resources.
- Involve children in their own code of behaviour “rules” for the school and classroom.
- Use targets and rewards for all individuals.
- Make targets for behaviour achievable.
- Involve all in decision-making.
- Monitor groups within the classroom for denomination, attitude flexibility.
- Use assembly times to reinforce Equal Opportunity issues.

Evaluating and Monitoring of Policy

All individuals connected with St James the Great are responsible for improving, adjusting and facilitating this Equal Opportunities policy.

Staff, Governors, parents, priests and pupils are all encouraged to bring their own individual perspective to whole school issues at appropriate times.

As this policy is regularly evaluated and monitored it is hoped that St James the Great's community will continue to grow in harmony and understanding of individual differences and needs.

Ethnic Minority Achievement/English Additional Language Review
2007-2008

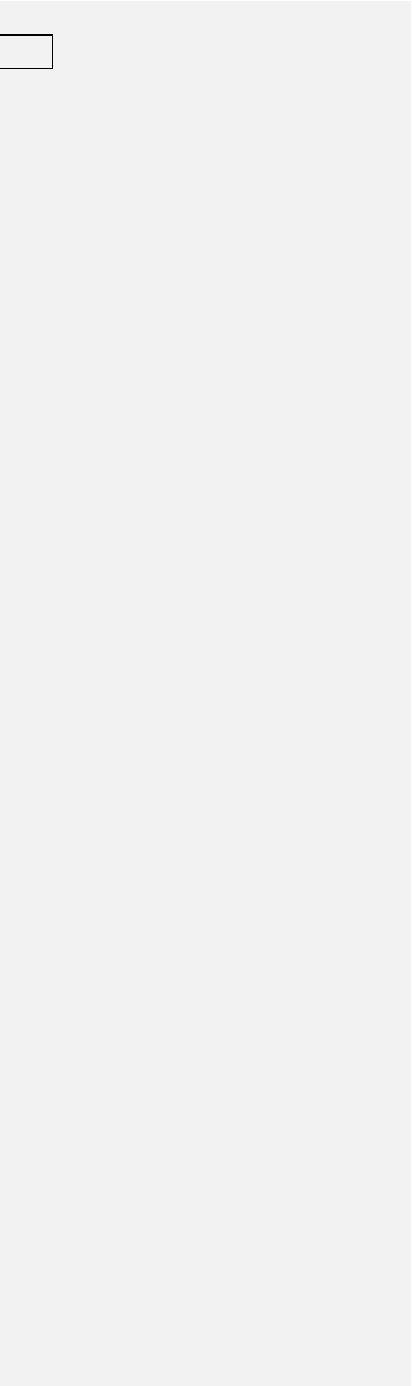
- Green assessment folders containing assessment and other relevant information continue to be regularly accessed by classroom teachers, LSA's and relevant PSA's
- Pupils continue to be encouraged to value the merit of learning other languages through after school clubs; the range of languages offered has been expanded to include Spanish and Mandarin. We are currently investigating and considering new, more creative ways of supporting both EAL and EMA pupils
- Currently, the teaching of modern foreign languages has been incorporated into curriculum time for all junior pupils (Years 3 and 4 French and Years 5 and 6 German).
- Classroom teachers continue to undertake the study of other faiths and cultures through RE, Geography and cross-curricular topics.
- The collection of EMA/EAL resources has been expanded and is currently located in the learning support room. We continue to build on these resources which on completion of a staff room building project will be located in a more central area.
- An international food stall is now an annual event at the school fair with a strong theme on ethnic diversity.
- The BMA profile (Behaviour/Motivation/Attainment) was successfully undertaken for the third year at an allocated staff meeting. National Curriculum levels are now added to the profile to give a more comprehensive overview when analysing the data. The underachieving pupils from last years' assessment were suitably targeted for additional support and this years' scoring shows the progress made. This will continue to be completed annually in January/February and teachers will include this sharing of information during transition
- In-depth discussions were again held between EMACO team and class teachers, where every single pupil found to score low on the BMA, was investigated. There was raised awareness of EMA issues through the analysis of the BMA profile
- EAL and underachieving/at risk of underachieving EM/EAL pupils were identified, EAL/EMA database was updated and finding shared with staff.
- Support was provided for newly arrived EAL/EMA children – this included the provision of extra support for a group of Polish children.
- Continued liaison with parents of EAL children was facilitated.
- We have through data checking sheets and newsletters raised the awareness of parents to access of information in different languages.
- We have provided INSET for a staff member in order to explore new methods of supporting underachieving EAL/EMA pupils; information has been disseminated throughout the team.

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EMA - Action Plan 2007-2008

| Task | Success Criteria | Strategies | Resources | Personnel | Monitoring/Evaluation |
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| <p>Continue to evidence how the school monitors achievement by ethnicity through:</p> <ul style="list-style-type: none"> ▪ <i>Continuing to update and refine existing EAL and EMA database</i> ▪ <i>Reviewing BMA profile (behaviour/motivation/attainment) annually</i> <ul style="list-style-type: none"> • <i>Addition of NC Levels to enable teachers to identify gaps/emergent patterns between teacher-subjective analysis and actual attainment.</i> • <i>Review headings and ensure mutual understanding of how to complete the BMA profile. Look at motivation and attitude as two separate measures.</i> | <p>Ongoing identification of pupils with EAL and EM needs.</p> <p>Raised awareness of underachieving/at risk of underachieving groups</p> | <p>Use of SIMS to enter/update data.</p> <p>Annual whole staff meeting to complete BMA assessment.</p> <p>Analyse BMA profiles and identify EAL and underachieving/at risk of underachieving EM/EAL pupils</p> <p>Share findings with staff.</p> <p>Discuss with staff possible changes to the BMA profile headings. Confirm shared understanding of significance in scoring particularly in relation to behaviour scoring.</p> <p>Identify any emergent patterns/trends of achievement and share these findings with staff at a designated staff meeting.</p> | <p>SIMS</p> <p>English language development progress records</p> <p>BMA profiles saved on staff network.</p> <p>Analysis and information generated from BMA profiles</p> | <p>Administrative Officer</p> <p>Leadership Team</p> <p>Departmental Ethnic Minority Achievement consultant</p> <p>Inclusion Manager</p> <p>Assessment Co.</p> <p>Teaching staff</p> | <p>Leadership Team</p> <p>Inclusion Governor.</p> <p>Inclusion team</p> <p>Assessment Co.</p> |

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| <p>To raise achievement of all pupils by:</p> <ul style="list-style-type: none"> ▪ <i>Monitoring the English language development for all EAL supported pupils</i> ▪ <i>Reviewing the appropriateness of EAL support</i> ▪ <i>Providing support for newly arrived/ identified EM underachieving pupils/groups</i> ▪ Explore new avenues/methods of supporting underachieving EAL/EMA pupils ▪ <i>Monitoring achievement in all groups, taking into account patterns and trends identified through assessment</i> ▪ <i>Keeping under review staffing levels</i> <p>Continue to address ongoing EAL/EMA issues through the SIP, curriculum team meetings and subject leader planning reviews</p> | <p>Maintenance of systems of monitoring and tracking progress.</p> <p>Children who are underachieving/ at risk of underachieving groups are clearly identified and, where appropriate specific programmes of support put into place.</p> <p>EAL supported and children in all underachieving/at risk of underachieving groups, are achieving age related targets and are being fully supported toward fulfilling their potential.</p> <p>Strategies used for teaching and learning meet the needs of all pupils.</p> <p>Identified patterns and trends in achievement inform planning and support</p> <p>Planning and resources reflect the needs of the school</p> | <p>Use of Croydon English Language Development Progress Records for identified EAL pupils. Review regularly.</p> <p>Complete EMA assessment criteria for identified underachieving /at risk of underachieving EM pupils</p> <p>Use of BMA assessments to inform EMA teaching assistants and planning</p> <p>Provide support for pupils from underachieving groups.</p> <p>Track the progress of individuals and/ groups – comparing results of different ethnic groups.</p> <p>Performance management.</p> <p>Ongoing training/liaison to improve on EAL issues for teachers and assistants. Continue to work closely with subject co-coordinators, curriculum team leaders and LMT to initiate discussion and raise issues relating to EMA/EAL. Bring these issues in line with the school’s focus on the “Every child matters” agenda</p> <p>Development of EAL strategies that can be used for whole class.</p> <p>Development of cross-curricular links.</p> <p>LMT/subject co-ordinators will identify training needs of staff</p> | <p>Croydon English Language Development Progress Records</p> <p>EMA assessment criteria</p> <p>BMA profiles</p> <p>Planning sheets</p> <p>Resource material from Department consultant/ relevant publications</p> | <p>LMT</p> <p>EMA consultant</p> <p>INCLUSION COORDINATOR</p> <p>Assessment Co.</p> <p>Class Teacher.</p> <p>Teaching Assistants.</p> <p>Leadership Team</p> <p>Subject co-ordinators</p> <p>Inclusion Coordinator</p> <p>Assessment Co.</p> | <p>LMT.</p> <p>EMA Governor.</p> <p>Assessment Co-ordinator.</p> <p>EMACO Team</p> |
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| <p>Raise whole school awareness of EAL and EMA issues through:</p> <ul style="list-style-type: none"> ▪ <i>Widening knowledge of the different cultures/languages at St James the Great</i> ▪ <i>Ongoing development of EAL/EMA Resource Centre</i> | <p>Pupils progress in their language skills and participate more in classroom activities</p> <p>Pupils improve their self-esteem and self confidence through an increased sense of identity</p> <p>Governors, staff, parents and pupils will have a greater understanding and appreciation of our diverse heritage through an improved library of books, artefacts and the sharing of personal expertise.</p> | <p>Liaison with EMA consultant</p> <p>Audit current classroom practice.</p> <ul style="list-style-type: none"> ○ Raise awareness of using role models from different cultures to encourage the aspirations of all pupils. ○ Encourage the use of cross cultural resources/stimulus e.g. in art and music <p>Audit library resources and raise teacher awareness of use of cross cultural fiction and non fiction books in the classroom.</p> <p>Highlighting multi-lingual environment through displays, resources, invited EM guests and work with children.</p> <p>Purchase further resources. Ongoing appeal to school community to stock resource centre.</p> <p>Involve teachers, pupils and parents in sharing their experiences/knowledge.</p> <p>Improve areas of the school to display and reflect different cultures.</p> | <p>Books and Artefacts.</p> <p>Purchase of materials, pictures etc.</p> | <p>Whole school staff</p> <p>Parents</p> | <p>Leadership Team</p> <p>Inclusion Governor.</p> <p>Inclusion Team</p> |
| <p>EMA Team to keep abreast of all developing issues pertaining to EMA/EAL</p> | <p>School is duly informed and new initiatives undertaken</p> <p>Inclusion Team is suitably equipped to lead the school in this area</p> | <p>Attend appropriate insets/courses/meetings as per identified school needs</p> <p>Disseminate information appropriately</p> | <p>Insets/courses/net work meetings</p> <p>Regular liaison with Ethnic Minority Achievement Department</p> | <p>Inclusion Coordinator</p> | <p>Leadership Team</p> <p>Inclusion Governor.</p> <p>Inclusion Coordinator</p> |